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Service Paper

THREE UNITS ON THE HISTORIC MEMORIALS OF BOSTON  
WITH EMPHASIS ON THE COLONIAL PERIOD  
FOR USE IN GRADE 6

by

Helen Gertrude Keating  
(B. S. in Education, Teachers College of  
the City of Boston, 1940)

Submitted in partial fulfillment of the  
requirements for the degree of  
Master of Education

1947

First Reader Dr. Helen A. Murphy, Assistant Professor of Education

Second Reader Mr. Franklin C. Roberts, Professor of Education



Gift of H. G. Keating  
School of education  
May 7, 1948  
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## INTRODUCTION

It is the purpose of this study to build units based on the historic monuments of Boston for use in the middle grades in the Boston schools. These units of work are presented to the end that they may lessen the heavy teacher load of preparation and that they may prove to be a means of providing each pupil with an opportunity to develop those broad understandings and skills which will contribute to his ultimate happy adjustment in his social environment. Boston has a wealth of historic materials that may be used as culminating activities within the units. Research reveals that no units dealing with this theme have been planned. The writer, a sixth grade teacher in Boston, hopes that these units will lead the children to a fuller realization of the contributions of our forefathers toward the building of a nation in which the high ideals of democratic living were a vision; that they will serve as a challenge to the children to face present day problems with the same dauntless integrity that the builders of our nation displayed; and that they will help to develop citizens who are eager to uphold the best traditions of the American way of life.



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[REDACTED]

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CHAPTER I

Snedden<sup>1</sup> makes the following observations on the establishment of teaching units for various subjects. He sees the "question and answer" unit as illustrated in the catechism as the smallest unit ever devised, claiming it to be both pedagogical and logical in part. Concerning the "lesson" unit, he declares that if all the characteristics of the child as an active learner are considered, the lesson unit is not a true pedagogical one, but rather "a unit based roughly upon the capacity of the learner to give attention, to endure application, or to give working time." He tells us that the chief characteristic of the "topic" is its logical relation to some larger unit of subject matter while concerning itself with the possible focusing of interests and of the intellectual "spanning power" of young learners. When some reasoning, inference, and comparison is required of the learner rather than verbal memorizing, the "topic" lends itself to teaching. Snedden assembles the following facts concerning the project:

<sup>2</sup> A few years ago some of us began using the word "project" to describe a unit of educative work in which the most prominent feature was some form of positive and concrete achievement....

<sup>3</sup> The following were the primary characteristics of projects as thus conceived: (a) the undertaking always possessed a certain unity; (b) the learner himself clearly conceived the practical end or outcome to be attained, and it was always

1 Snedden, David "The 'Project' as a Teaching Unit," School and Society, Vol. 4 pp 419-23, September 16, 1916

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expected that this outcome was full of interest to him, luring him on, as to a definite goal to be won; (c) the standards of achievement were clearly objective--so much so that the learner and his fellows could in large part, render valuable decisions as to the worth...of the product; and (d) the undertaking was of such a nature that the learner, in achieving his desired ends would necessarily have to apply much of his previous knowledge and experience...and probably would have to acquire also some new knowledge and skills.

Billett<sup>1</sup> after reviewing the early articles listed under "Project Teaching" asserts that "a marked tendency prevails to regard the project as a very specific kind of teaching or learning unit, namely a unit consisting in something done for its own sake the learning product being incidental. By definition, the project is a unit of work intrinsically interesting to the pupil, but no one unit during any specified period of time is likely to arouse an intrinsic interest in the pupils of an entire class."

Frederic L. Burk, as president of the San Francisco State Normal School, did pioneer work to remove the "lock step" from accepted techniques of classroom procedure with his system of individual instruction. Butler<sup>2</sup> explains that there is time in school hours for the children to choose the things they wish to do, because the Frederic L. Burk School has followed closely the system of individual instruction started fifteen years previously by Frederic L. Burk. The child is encouraged to work at his own rate of speed through self-instructive materials prepared by the faculty. Washburne<sup>3</sup> explains more specifically the purposes of individual instruction:

1 Billett, Roy O. "Plans Characterized by the Unit Assignment," School Review, Vol. 40 pp 653-668, November 1932

2 Butler, John H. "The Pioneer Burk School," National Education Association, Vol. 18 pp 75-76, March 1929

3 Washburne, Carleton W. "A Program for Individualization," Twenty-Fourth Yearbook, Part II, National Society for the Study of Education, p 268



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When the general plan of individualized work is inaugurated in any subject, supervised study and diagnostic tests will entirely replace the recitation in this subject. There will, consequently, be an immediate saving of time in the daily program. Much or all of this saved time should be used for socialized activities which may or may not be connected with the individualized subject. In the periods formerly used for recitation, it is quite possible to introduce activities of an entirely different sort and for which the schools have not previously had time. Such activities may include dramatizations, discussions of current topics, self-governing assemblies, or various types of projects in which the pupils learn to cooperate one with another and in which they are given an opportunity for creative work and self-expression. To clear time for these group and creative activities is one of the main purposes of individual instruction.

Washburne<sup>1</sup> summarizes the underlying principles of the individual technique, in accordance with which the Winnetka schools have been organized:

1. The objectives, or goals, are very specifically stated. They are determined as far as possible on the basis of research as to genuine social needs. They are organized according to the results of observation and research as to what the children at various stages of development can master. They are attainable by every normal child--each child must reach one hundred per cent mastery of each goal. Subnormal children, of course, have a modified curriculum, the curriculum being modified by the Department of Educational Counsel after a careful case study of the child. All other children are expected to reach mastery of each of the objectives.

2. Material of instruction have been prepared that are self-instructive and self-corrective. The child can, to a large extent, teach himself each new step until he has that step mastered and then goes to the next without waiting for any one else. He corrects all his own daily work and his practice tests.

3. Complete diagnostic tests have been provided in a number of forms. Two or three forms appear in the child's text material as practice tests so that he may diagnose his own difficulties and assure himself of his readiness for a real test. The other forms are administered by the teacher and corrected by the teacher; they contain, however, no elements that are not contained in the practice tests.

The specificity of objective, the materials that are both self-instructive

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The specificity of objective, the materials that are both self-instructive



and self-corrective, and the quantity of diagnostic tests--all of these strengthen the individualized program of instruction.

Parkhurst, who is best known in the field of education as the originator of the Dalton plan or the Dalton Laboratory plan, felt the influence of Burk's individual system when she visited at the San Francisco State Normal School. She<sup>1</sup> offers the following ideas on individualizing instruction:

Today it is a commonly accepted fact that it is the whole child who is exercised...but he is exercised physically, intellectually, and spiritually, simultaneously.

Subjects have been well taught in the past; boys and girls were neglected. Today we teach boys and girls. We place the emphasis upon boys and girls, because when formerly subjects were taught as if the mind was divided into separate compartments, it was found that even in the hands of excellent instructors, boys' and girls' characters became disintegrated, but when pupils were brought in contact with an all-absorbing idea, sufficiently extensive, incorporating the elements of history and geography, literature, English, etc., properly integrated, subject-barriers were broken down. Then, in a proper setting, where the idea could be lived and experienced dramatically, then, and only then, did boys' and girls' characters really become integrated.

"Integration" is the real crux of today's educational debate, and the pioneers of the new order want an idea programme. The idea programme was the intention of the proponents of the project, and so in 1928, when the word "project" as commonly understood was deemed insufficient to indicate the new platform someone wisely suggested "activity programmes." The word "activity" combined with the word "integrating" suggests well fused experiences. For the present at least we of the progressive school group in America are for "activity programmes."

Washburne<sup>2</sup> and Parkhurst<sup>3</sup> never intended that the technique which they advanced should develop into a "do as you please" school as is revealed in the following quotation:

1 Parkhurst, Helen "History, the Dalton Plan," New Era, Vol. 11 p 105, October 1930

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<sup>1</sup>Too much stress on individualism, however, would make society centrifugal to an extent that would be disruptive. A social consciousness is most seriously needed at the present stage of the world's development. The children are therefore given their creative work to a large extent in a social setting, where each child is contributing his particular ability or interest to the welfare of a group enterprise--dramatization, discussion, games and group projects of all sorts tend to give this social consciousness.

<sup>2</sup>Perhaps there are some who still have the idea that the Dalton Plan is a device for individual instruction. As the originator of the plan, I can only say it was never my intent to preclude classes, or class groups, because the play of mind upon mind seems to me invaluable.

Some of the principles of the Winnetka technique and the Dalton plan as teaching procedure have contributed to the foundational structure of the unit.

Billett<sup>3</sup> offers this definition of the unit:

Apparently, in the most acceptable sense of the term, the units derived from the analysis of a given course are the objectives of the course. That is, the "unit" is best regarded as a concept, attitude, appreciation, knowledge, or skill which is to be acquired by the pupil and which if acquired, will presumably modify his thinking or his other behavior in a desirable way.

Billett<sup>4</sup> includes the definition of the unit assignment, too:

On the other hand the "unit assignment" should consist of suggested or required activities and experiences planned by the teacher to enable the pupil to master the unit, that is, to acquire the desired concept, attitude, appreciation, knowledge, or skill.

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Research shows no separation of the unit and the unit assignment on the elementary level.

Billett<sup>1</sup> says that it is probably more accurate to call the publications of Charles A. McMurry and Frank McMurry 1898-1903, of Harry L. Miller 1922, 1925, and 1927, of Henry C. Morrison 1925 and 1931 three distinct phases of one general movement. From the list of eleven elements compatible with the general methods developed in the use of units and unit assignments those contributions most pertinent to the problems of elementary education have been chosen:

Elements to be incorporated:

Stress on the carefully selected topic, highly functional in general education (McMurrys, Morrison and Miller).

Pupil cooperation in the development of the assignment (Miller).

Degrees of mastery or achievement in connection with each topic (Miller).

Flexibility of the assignment to provide for individual differences (Morrison and Miller).

Testing pupil progress by means of new-type tests (Morrison and Miller).

A teaching-learning cycles to replace the recitation and hearing of lesson (McMurrys, Morrison and Miller).

A teaching-learning cycle consisting of guided and directed experience (McMurrys, Morrison, and Miller).

A teaching-learning cycle which begins with problem-raising (Miller).

Billett<sup>2</sup> lists from the suggestions of Burk, Washburne and Parkhurst elements

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that should be incorporated or avoided in one form or another in a general method of teaching at the secondary-school level. It would seem wise to follow these suggestions at the elementary-school level.

Elements to be incorporated:

The submission of planned assignments in one course to teachers having the pupils in other courses with a view to securing mutual criticism leading especially to better correlation of all subjects carried simultaneously by the pupils (Parkhurst).

Determining the content of a course in terms of what pupils are able to do (Burk and Washburne).

Placing as much responsibility on the pupil for planning of his own work from day to day as he is able to carry (Washburne and Parkhurst).

The classroom a laboratory (Parkhurst).

Importance of keeping the "vocabulary burden" of reading; lecture, explanation, and discussion at the pupil's level (Burk and Washburne).

Planning certain points in each experiential unit, or unit assignment, at which it will be desirable to give group instruction (Burk and Parkhurst).

Emphasis on the educative possibilities of group living within the school, as distinguished from formal education (Washburne and Parkhurst).

Minimizing homework (Burk, Washburne, and Parkhurst).

Testing for progress (Burk and Washburne).

Diagnostic tests of mastery (Washburne).

Corrective exercises (Burk and Washburne).

Elements to be avoided:

The whole school going over to the plan at once rather than by degrees (Parkhurst).

Artificial division of the curriculum into knowledge and skills on the one hand, and group, socialized, self-expressive and creative activities on the other (Washburne).



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Complete individualization of knowledge and skills (Washburne).

Differentiation by varying the time element rather than in large part by allowing for variation in the qualitative and quantitative achievements of the pupils (Burk and Washburne).

Definition of a unit as a day's work in a subject (Parkhurst).

Limitation of the idea of unit organization to the knowledge and skills (Washburne).

Thus, the weaknesses of these older techniques is eliminated while the salient features are being adapted for the building of better techniques in the newer instructional practice of the unit.

<sup>1</sup> Taba offers the following definition of the unit:

A unit of study is a methodological necessity, imperative for any discipline, in order to limit the field to those elements that are important to the study undertaken and in order to secure an adequate basis for the formulation of the problems. Units of study cannot be set up externally. They must grow out of the specific purposes involved in specific cases.

<sup>2</sup> Goggans includes this definition in modified form as the sixth point in the summary of derivation of "Units of Work":

1. A concentration of subject matter radiating from one subject as a core.

2. A combination of the materials of a subject matter under comprehensive headings.

3. The organization of subject matter around strategic positions.

1 Taba, Hilda The Dynamics of Education, Harcourt, Brace and Co., New York 1932, p 11

2 Goggans, Sadie "Units of Work and Centers of Interest" in Organization of the Elementary School Curriculum, Bureau of Publications, Teachers College, Columbia University, New York 1940, p 17



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(Washburne).

Differentiation by varying the time element rather  
than in large part by allowing for variation in the  
qualitative and quantitative achievements of the pupils  
(Burk and Washburne).

Definition of a unit as a day's work in a subject  
(Parkhurst).

Limitation of the idea of unit organization to the  
knowledge and skills (Washburne).

Thus, the weaknesses of these other techniques is eliminated while the  
salient features are being adapted for the building of better techniques in  
the newer instructional practice of the unit.

<sup>1</sup>Taba offers the following definition of the unit:

A unit of study is a methodological necessity, imperative  
for any discipline, in order to limit the field to those  
elements that are important to the study undertaken and in  
order to secure an adequate basis for the formulation of the  
problems. Units of study cannot be set up externally. They  
must grow out of the specific purposes involved in specific  
cases.

<sup>2</sup>Gogans includes this definition in modified form as the sixth point in the

summary of derivation of "Units of Work":

1. A concentration of subject matter radiating from one  
subject as a core.
2. A combination of the materials of a subject matter  
under comprehensive headings.
3. The organization of subject matter around strategic  
positions.

1. Taba, Hilda The Dynamics of Education, Harcourt, Brace and Co., New York  
1932, p. 11

2. Gogans, Sadie "Units of Work and Centers of Interest" in Organization  
of the Elementary School Curriculum, Bureau of Publications,  
Teachers College, Columbia University, New York 1940, p. 17



4. The synthesis of subject matter and method in the project and in the problem.

5. Unification of knowledge by means of principles and themes.

6. A methodological necessity to distinguish the particulars of a series of learning experiences.

Chase<sup>1</sup> explains that "the most common form of organization of teaching and learning procedure in history and the other social studies in the elementary school is the unit. A unit consists of subject matter and activities organized around a core in a way that explains and develops understanding of the core."

Billett's<sup>2</sup> study shows that "an attempt was made to discover what boys and girls of various levels of intelligence, accomplishment, and application believe to be the advantages and disadvantages of the unit plan of instruction as contrasted with the traditional classroom procedure." After six months of experiment, the boys and girls of the tenth, eleventh, and twelfth grades were given an opportunity to state the advantages and disadvantages of the plan. Two weeks later, a second inquiry constructed from the replies of the first inquiry was presented to the group without classifying them as advantages or disadvantages. The following statements, chosen for their significance at the elementary-school level, are the lists<sup>3</sup> of statements unanimously approved by all groups in all grades taken from the general statements appearing on the second checking list:

1 Chase, W. Linwood "History for Today's Children," The Packet, Heath's Service Bulletin for Elementary Teachers, D. C. Heath and Co., Boston, Mass., Vol. 1 p 10, October 1946

2 Billett, Roy O. "High-School Pupils Opinions of the Unit Plan," reprint from the School Review, Vol. 40 p 18, January 1932

3 Ibid pp 21-22



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Definite assignments are helpful.

Directions for study are helpful.

The plan places the pupil on his own responsibility.

The frequent tests require thorough work.

Marks are awarded according to pupil's accomplishment.

The plan enables pupil to work at his own rate.

The plan gives all students equal opportunity.

Pupil working under this plan is not subject to ridicule from classmates.

Some of his suggestions for improvement having meaning at the elementary-school level; diagnostic tests at the beginning of each unit, greater choice of projects or problems with provision for originality in suggesting other projects, omissions of practice and drill material by some pupils if it proves non-essential for mastery, reports to the class on interesting phases of class projects, and omission of written work unless it is the most economical instrument in attaining mastery. Joyce,<sup>1</sup> who organized, taught, revised, and tested units and unit assignments in two divisions of seventh grade boys and girls, draws the following conclusions:

1. The unit and unit assignment makes for successful correlation with other subjects.

2. Unit organization encourages outside study which may develop into a hobby.... Thus a unit may be only the introduction to a field of study for some of the pupils--the beginning of a lasting interest.

1 Joyce, Virginia Clifford an unpublished master's thesis at Boston University, School of Education, 1934



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Douglass<sup>1</sup> purpose of investigation was "to furnish additional light on the general problem of large units versus daily units and on the specific problem of the relative effectiveness of a unit method similar in some conventional respects to the Morrison mastery plan as compared with the divided period of supervised study-recitation organization." His subjects were eight sections in American history in high school at Hebbing, Minnesota. This particular secondary school is a three-year senior high school with an enrolment of approximately eleven hundred pupils. Of the eight sections used in the study three sections taught by one teacher formed the two groups of the experiment. Section B was compared with sections A and C respectively. Another teacher taught the five sections which were used to form the three other groups of investigation: D and E, E and F, G and H. All equipment and instructional material were kept as nearly alike as possible. The experimental variable was the amount and allotment of time devoted to supervised study. Instruction in how to study and methods of supervised study were identical in all sections. The non-experimental variables were controlled whenever possible. Douglass<sup>2</sup> lists the following conclusions:

1. that the unit plan described in this article in hands of well trained teachers familiar with the plan, is likely to yield results slightly superior to those obtained by a study-recitation plan of supervised study.

2. that the unit plan in question is probably better suited for bright than for dull pupils.

1 Douglass, H. R. and Pederson, K. L. "An Experimental Evaluation of a Unit Procedure in Teaching American History," School Review, Vol. 44 pp 362-71, May 1936

2 Loc. Cit.



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3. that teachers cannot be relied on to predict accurately the relative effectiveness of two teaching procedures so nearly equivalent as are the two plans of supervised study employed in this investigation.

The planning of the unit is the problem not only of the teacher and of the pupils, but also of all who contribute to curriculum revision. While it might appear to be a means of stimulating the professional growth of teachers to release them to work on curriculum committees, it would be well to avoid standardization of units lest the children lose the fun and enthusiasm which comes from their fresh wonder of discovery and from their shared experiences. The wisdom of having a teacher plan at least one unit under professional leadership lies in the fact that she would receive a better understanding of the function of the unit which is to unite the needs of society to the needs of the learner. This experience of constructing a unit should develop an appreciation of the limitations and of the possibilities in her specific situation of the units suggested by the curriculum committee. Such a study should eliminate the bewilderment which has attended the origin and growth of the unit.



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## CHAPTER II

### PLAN OF THE STUDY

The unit concerns itself with the total behavior of the child, therefore the writer chose this method as the best instrument to develop an appreciation for democracy through meaningful experiences. The suggestions for building a unit were outlined in the course, "Teaching the Social Studies in the Elementary Grades" conducted by Dr. Chase at Boston University. The core of each unit, around which the the subject matter and activities were organized, was chosen from the social studies since that area of the curriculum deals with human relationship. A review of the courses of study showed that the sixth grade is the year chosen by most large cities for the democracy theme. The following topics are found in the Course of Study for the city of Boston: the life of the people of the Middle Ages, the settlement of New England by the Puritans and the struggle for supremacy by the French and English. They have been included in the three units with the emphasis on the colonial period in New England. The upper elementary-level is the time in the child's life when an appeal to the emotions is at its height, therefore the idealistic aim of leading a child "to feel the way he ought to feel" has influenced the choice of topic as well as the choice of method. The historic monuments of Boston are not only a testimony of the struggle of our forefathers in the building of a nation, but are a means of developing civic pride through an appeal to the emotions. The use of resources within the community, the compact representation of the world, has value, since familiarity with definite names and localities within the community makes the child realize that the story of man's struggle



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deals with events that actually took place. Historic-mindedness, "the habits of thinking about present affairs in the light of past events," is encouraged.

Colonial Boston would be the last place to which many educators would turn for a source of inspiration for tolerance. Yet it is possible to admit the one great weakness of Governor Winthrop, a misdirected zeal for his own creed which plunged him into the error of religious prejudice, and at the same time recognize that as a God-fearing man, he contributed the ideals of kindness, of fairness, and, above all, of high purpose which have been part of the firm foundation of our state and of our federal governments. Horace Mann said, "Men are cast iron; but children are wax." It should be worth while to make children sensitive to the apostles and to the landmarks of good will found in Boston. The proper interpretation and the careful presentation of the historic shrines of Boston should contribute to better understanding, respect, and good will to the end that an atmosphere of tolerance which will condition the children's attitude, shape their thinking, and help govern their conduct in brotherly relations will prevail in the classroom.

In some school systems, it might be possible to have a larger core by blending the three units into one. However, the writer felt that since the time range is influenced by the core, it would be wiser to have three smaller cores as the units will be used in a system which leans toward the traditional. When the teacher and pupils have more experience with this method, the core may be increased in size more easily.

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of each unit. The statues and memorials to be used were chosen because much information about them may be found in a great variety of books for children. Most of the books on the bibliography for children are either in the writer's classroom or may be ordered from the School Department of the Boston Public Library. Since the writer hopes that other teachers in Boston will find use for these units, the monuments have been chosen because of their central location. Thus, one field trip as the culminating activity would be profitable. The teacher in the suburbs of Boston might like to include other activities using statues and memorials within the neighborhood of the school. If the unit does not remain flexible, it loses its value as a method of teaching. With the exception of the statue of Horace Mann, the Ether Memorial, and the Robert Gould Shaw Memorial, the monuments all represent the colonial period. Education was important to the Puritans, so Horace Mann's statue may be symbolic of the respect the settlers had for education. The care of the body is important at all times in history, therefore the Ether Memorial was chosen as the symbol of the effect of good health on the nation as well as on the individual. The memorial to the men who died at the Boston Massacre could have been representative of the negroes' part in the building of our nation, but the feeling of brotherly love is aroused more easily with a study of the Robert Gould Shaw Memorial. Although the emphasis is on the colonial period, it must be remembered that present affairs are to be considered throughout the studies.

A feeling of respect for the privilege of living in or near Boston wherein stands the "Cradle of Liberty," a deeper appreciation of what it means to be an American, and a sense of responsibility toward world citizenship are the broad understandings common to the three units. The understandings



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The approach to the unit should be highly motivated. Elaborate stage-setting is not necessary. An attempt was made to introduce the unit through current events as well as through the most common method - that of discussion. It was felt that one unit might lead easily to another unit among these three, so the approaches used in introducing the unit need not be necessary for all three. However, these introductions were included in case a teacher would find that only one of these units was practical for her pupils' needs. Neither field trips nor movies were included in introducing the unit. Movies could be used more wisely during the study or at the end. Review of the literature on excursions showed that field trips are more profitable and better appreciated when study precedes the trip. Anticipation of the field trip could be a form of motivation. Whole-hearted



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enthusiasm for the task will help to bring about the desired habits, attitudes, and ideals.

Various avenues of self-expression and of group participation give an opportunity for the physical, intellectual, social, and spiritual growth of the child. The writer has built the activities with care that they contribute not only to the understandings to be developed, but that they make allowances for the varied levels of intellectual abilities and varied kinds of interest of the group as well. At the beginning of each unit is an activity that should be required of all pupils, since it is vital for mastery of the content. There are other activities that teachers may choose as required for the enrichment of the content. However, a large number have been included so that freedom of choice according to the interests and the abilities may prevail. The teacher must guide the children in their choice, so that each child will have a task in which he may realize satisfaction in its completion. Opportunities have been suggested for the mastery of study skills through purposeful use. It is the teacher who must inspire the pupil in the proper performance of his task and must sustain the interest throughout the plan by her encouragement. The differences in the degree of teacher participation varies with the different levels of abilities of each child, with the different stages of maturation of each individual, and with the varying stages of development of the unit. Thus, teacher and pupils working together will arrive at the goal.

Although the activities may be utilized more conveniently in the progressive schools where much material and space is available, they may be adapted for use in the traditional schools where fixed furniture and lack of space are handicaps. Three-ply wood on top of desks or an empty class-



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room offer an opportunity to turn the classroom of the traditional school into a workshop. Through a satisfaction that comes with achievement and through a sense of belonging which is made possible by his contributions to the whole plan and by active membership within the social group, the child is living in an atmosphere conducive to emotional stability.

The suggested evaluations were built by referring to the understandings and were divided into four groups covering the subject matter content, the study skills, the appreciations, and the testing. The evaluation of the study skills is constant in all units. Specific objectives or evaluations make the building of informal objective tests easier and more accurate. In evaluating the attitudes and appreciations, personal observation by the teacher with definite outcomes in mind seemed the best method of measuring these intangible emotions. In evaluating new activities, the pupil should know beforehand what is expected of him and how many points will be given for each important contributing factor; such as, neatness, accuracy of information, initiative, self-reliance, and originality. One score card could cover many activities by indicating what items would be considered important in each. When the unit functions properly, it gives the child an opportunity to develop democratic traits, to find happiness through success at his own level of achievement, and to be stimulated to further learning.

Practice in group living makes democracy real. Respect for duly authorized persons and for the rights of others are included in freedom within the law and must play an important part in this procedure. If the understandings of the unit are achieved, there will be a change in the individual's behavior, in his knowledge, in his appreciations and in his



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ideals; thus, information through factual content is an aid to formation of character through activities.

### Unit I Colonial Government

1. The Memorial to the Landing of the Pilgrims  
Boston Common near Beacon and Charles Streets
2. John Winthrop  
First Church Grounds  
Park Street and Parkway Streets
3. Old State House  
222 Washington Street

### Unit II Colonial Life

1. Boston Mass  
First Church Grounds
2. Other Memorial  
Public Gardens
3. Boston Museum of Fine Arts (Colonial Room)  
Museum Avenue
4. Graves of Ships at the First National Bank  
67 North Street
5. Boston Common

### Unit III The Indians and The Narratives

1. Memorial to Robert Gould Shaw  
Beacon Street, opposite State House
2. Painting of John Elliot Preaching to the Indians  
Museum Hall, State House
3. Faneuil Hall  
Faneuil Square near Dock Square



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## SOME STATUES OF BOSTON

### Unit I Colonial Government

1. The Memorial to the Landing of the Puritans  
Boston Common near Beacon and Charles Streets
2. John Winthrop  
First Church Grounds  
Marlborough and Berkeley Streets
3. Old State House  
206 Washington Street

### Unit II Colonial Life

1. Horace Mann  
State House Grounds
2. Ether Memorial  
Public Gardens
3. Boston Museum of Fine Arts (Colonial Room)  
Huntington Avenue
4. Murals of Ships at the First National Bank  
67 Milk Street
5. Boston Common

### Unit III The Indians and The Negroes

1. Memorial to Robert Gould Shaw  
Beacon Street, opposite State House
2. Painting of John Eliot Preaching to the Indians  
Memorial Hall, State House
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Faneuil Square near Dock Square



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## QUESTIONS TO BE REVEALED

1. Winthrop's often immortalized words were made possible by the zeal and sacrifice of many unknown workers.
2. These ideals and achievements are represented by the bust of John Winthrop in the Hall of Fame, Washington, D. C. and by the Memorial to the Puritans on Boston Common.
3. Representative government was the right of the settlers under the charter received from the king.
4. The strong community spirit for which New England is famous was encouraged in the colony from the very beginning.
5. The New England town meeting, the perfect form of democracy, is our oldest system of popular government and is considered to be the true center of political life in New England.
6. The new states of the United States are descendants of the first settlers of New England. UNIT I COLONIAL GOVERNMENT the town government of New England.
7. It was the framework of the second charter which influenced the constitutions of other states and of our Federal Government.
8. Paine pointed to the Puritans that it was unhealthy for a colony to allow men leaders to impose harsh restrictions on religious freedom.
9. Living in a democracy allows us to share in the privileges and to shoulder the responsibilities at all levels of civilization and of development.
10. The children of today in turn must prepare themselves to be fit workers for the cause of world citizenship.



UNIT I COLONIAL GOVERNMENT



UNDERSTANDINGS TO BE DEVELOPED

1. Monuments often immortalize one man, but his achievements were made possible by the zeal and sacrifice of many unknown workers.
2. These ideals and achievements are represented by the bust of John Winthrop in the Hall of Fame, Washington, D. C. and by the Memorial to the Puritans on Boston Common.
3. Representative government was the right of the settlers under the charter received from the king.
4. The strong community spirit for which New England is famous was encouraged in the colony from the very beginning.
5. The New England town meeting, the purest form of democracy, is our oldest system of popular government and is considered to be the true center of political life in New England.
6. The new states of the West which have many descendants of the first settlers of New England have tried to imitate the town government of New England.
7. It was the framework of the second charter which influenced the constitutions of other states and of our Federal Government.
8. Time proved to the Puritans that it was unhealthy for a colony to allow some leaders to impose harsh restrictions on religious freedom.
9. Living in a democracy allows us to share in its privileges and to shoulder its responsibilities at all levels of maturation and of development.
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### OVERVIEW

Before the Puritans came to Boston, they had experienced life under a government which had made many gains toward a democracy. The struggle for freedom started with the common law system, grew with the trial by jury, and culminated in the dramatic signing of the Magna Charta by King John. In Parliament, they had realized the possibilities of representative government. In the charter of the Massachusetts Bay Company of New England, the Puritans had their own personal guarantee of freedom from the persecutions and crushing rule of Charles I. Their elected leader, Governor John Winthrop, brought to Boston some stern principles of government. However, he moderated his plans to meet the needs and desires of the people. As the settlers spread out, the town meetings gave our country its beginning in the democratic way of life. The General Court answered the need for representative government in the colony. The government in New England was the pattern for newer colonies and states as our frontiers were pushed onward to the Pacific coast. Respect for the government which has been inherited from the founding fathers should intensify a sense of responsibility for the privilege of the franchise which may be the means of settling many of the problems of democracy if it be used by an alert and interested citizenry. As the challenge of democracy is met, its spirit may be passed on to a confused world which needs the hope and freedom on which America was built.



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### INTRODUCING THE UNIT

1. Divide the class into five small groups to obtain information about the following men and their times: John Winthrop, William Brewster, Henry Ware, Roger Williams, and Thomas Hooker. Have each child make a list of his favorite historic shrines in Boston. From this list have the children select those places that should be visited by Bostonians and visitors to Boston with a brief reason for each choice.
2. From current events select an important bill before the General Court that would have meaning for children bringing out the fact that the Commonwealth as a whole is acting on it. Discuss the first meeting of the General Court in Boston.
3. Place around the room pictures of typical New England towns both colonial and modern. Lead the child to discover that the town hall is part of the center for each community.
4. Exhibit pictorial maps of Boston and Massachusetts.
5. Recall the radio program the Town Meeting of the Air opening with its colonial introduction and leading up to the consideration of modern problems.
6. Read the following poems to the children:

"The Landmarks"

John Greenleaf Whittier

"Boston"

Ralph Waldo Emerson



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### ACTIVITIES

1. Divide the class into five committees to obtain information about the following men and their times; John Winthrop, William Blackstone, Henry Vane, Roger Williams, and Thomas Hooker. Each child should be working in the group in which his greatest interest lies. The chairman of each group should be given a report of the findings of his committee as a result of skimming. Working as a group with the chairman as leader, the following outline of the information to be obtained may be used:

- I Brief historic background.
- II The specific problems which the leader faced
- III His definite method of solving the problem
- IV His influence on the people of his time
- V His contribution to our times
- VI Ways in which children may imitate him

Thus, a division of work may be organized, so that each individual pupil may contribute to the whole report of his group.

2. Make a vocabulary booklet organized in the following way:

- I Words you can pronounce, but whose meaning you do not know
- II Words you know the meaning of but can't pronounce
- III Words you can't pronounce and whose meaning you don't know

Use the dictionary to find the pronunciation and meaning of these words.

3. Make a chart comparing the means of transportation from England to Boston from the days of the Arbella to present day travel from Craydon in London to Logan International Airport in Boston. Illustrate with small pictures.
4. Make two lists to compare the events in the settlement of Plymouth and that of Massachusetts Bay Colony.
5. Make a graph showing the travel time necessary from England to America from the days of the Arbella to the days of the Queen Elizabeth and of the jet-propelled airplanes.
6. Pretend you are a Freeman of colonial days. Write a letter to your brother in England describing a town meeting in Massachusetts.
7. Trace the history of the naming of Boston from St. Botolph in England to Shawmut in America.



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6. Pretend you are a freeman of colonial days. Write a letter to your brother in England describing a town meeting in Massachusetts.

7. Trace the history of the naming of Boston from St. Botolph in England to Shawmut in America.



8. Many of the cities in New England have the same names as those of England. Make a list of cities and towns found both in England and in New England.
9. Add to Who's Who not only the men who were studied but also other men of Boston who contributed to the fame of Boston through its government.
10. Add to the Picture Library pictures of places and events connected with the lives of these men.
11. Add to the Time Line, the dates of establishment of the House of Burgesses, the granting of the charter to the Massachusetts Bay Colony, settlement of Boston, the admission of representatives from towns to the General Court, the overthrow of Governor Andros by Bostonians, the acceptance of the new charter, the adoption of the Massachusetts State Constitution.
12. Invent titles which describe Winthrop's role in the building of Boston.
13. Dramatize a town meeting taking care to choose one of the exciting problems which confronted the early settlers.
14. Build a puppet show to depict the struggle in the General Court between John Winthrop and the freemen over representative government.
15. Make a movie of scenes showing all the reasons why the United Nations Organization might have chosen Boston as a world capital.
16. Show motion pictures and slides listed under Instructional Aids.
17. Take the class on a field trip to see the statues studied.
18. Make a pictorial dictionary using the words that have particular significance to the unit.
19. Take a field trip to the library where the librarian will explain the use of the card catalog in connection with the unit after discussing the problem with the teacher.
20. Encourage the children to demonstrate the different methods of balloting from their reading and from discussion with adults.
21. Allow a committee to find out what statue was chosen by each state to be placed in the Hall of Fame.
22. Complete a Unit Word List containing words that have particular significance for this unit:

accord  
adaptation  
allegiance

allies  
audacious  
authority

ballot  
band  
basis



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allegiance	adoption	second
authority	ambitious	allies
hats	land	beliefs



boy	genuine	overwhelm
charter	government	pact
cherish	governor	perilous
civic	guidance	perils
civil	guide	peninsula
clergyman	hardships	persevere
colonial	haven	piety
colony	heredity	pillory
commonwealth	heroic	principle
compact	hostile	prior
competent	humane	prohibit
conscience		provisions
constitution	ideally	quest
constructive	immortal	quota
cooperation	imperious	
crisis	imprint	ratify
	inscription	records
decade	integrity	representative
decision		responsibility
defiantly	jealousy	rigid
delegates	journal	royal
deputies	judgment	
descendant	jury	sagacity
disciplinarian	justice	self-governing
discord	justify	settlement
disembarked		Shawmut
dispute	king	source
distinction	kindred	stern
document		stock
	lawyer	stockholder
elected	leader	strife
election	legislature	
emergency	liberty	testimony
equipment	locality	tradition
essential	log (hook)	trial
events	luxuries	Trimountain
expansion		
extraordinary	magistrates	unite
	majority	urge
faith	migration	
falter	minister	valid
famous		volunteer
farewell	nationality	voyage
fate	noble	
fleet	nobleman	Yankee
foes		
foundation	occasion	
founder	oppose	
framework	optimistic	
frontier	organize	



frontier	organize	Yakkee
framework	optimistic	voyage
founder	oppose	volunteer
foundation	occasion	valid
foes	nobleman	urge
fleet	noble	unite
fate	nationality	trial
farwell	minister	tradition
fanous	migration	testimony
father	majority	strife
fatigues	majorities	stockholder
election	lawyer	stock
elected	kindred	stern
document	king	source
distinction	justify	settlement
dispute	justice	self-governing
disembarked	jurisdiction	sakeful
disorder	jury	royal
deputies	judgment	rigid
deliberates	journal	representative
delinquent	jealousy	records
decade	integrity	ratify
crisis	imprint	quota
cooperation	imperial	quest
constructive	imperial	provisions
constitution	ideally	prohibit
consciousness	humane	principle
compagat	hostile	plenty
compagat	harsh	permeable
colonial	harshness	perilous
clergyman	haven	past
civil	charitable	overwhelm
civic	charitable	
charish	charitable	
chapter	charitable	
boy	charitable	



23. Study the following words taken from the Boston Word List (Revised) 1941:

SUGGESTED EVALUATIVE

admire	force	omit
admit	foreign	omitted
anxious	foreigner	
area	friendship	pastor
attempt		patience
attend	government	power
		prevent
boundary	humor	pride
		purpose
cause	important	
century	impossible	refuse
citizen	increase	remove
clever	instrument	royal
colonies		
command	jealous	settlement
conquer		succeed
control	lawyer	success
distant	manage	trial
doubt	meeting	
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### SUGGESTED EVALUATION

Do the children understand that:

1. The "Governor and Company of the Massachusetts Bay in New England, an English trading company, received their charter from Charles I a year before the large group of settlers sailed to America?
2. The charter used by the settlers of Boston was like those of other business corporations of the time?
3. The freemen of colonial days were the stockholders in the New England Company?
4. John Winthrop was elected governor in England by the freemen?
5. Boston was settled by men who brought from England a love of freedom which had been set forth in the Magna Charta?
6. Stronger than the colonists' allegiance to the king was their determination to build a government where justice and "the Rights of Man" could take root?
7. John Winthrop brought the charter to America on the Arbella out of reach of the king and his ministers?
8. Unlike the Mayflower, the Arbella was one of a fleet of seventeen vessels?
9. On board the Arbella, John Winthrop stressed the strong community spirit for which New England has always been famous?
10. William Blackstone, the first white man to settle Boston, invited John Winthrop to join him at Beacon Hill?
11. John Winthrop, as first governor of Massachusetts, bought the land for the Common from William Blackstone and establish the tradition that it should be used as an unbroken common field "until a vote of the majority of the people should permit it to be sliced or cut"?
12. Gov. John Winthrop's definition of civil or of federal liberty with the injunction "to do that only which is just, good and honest" has stood the test of time?
13. The governor, the deputy governor, assistants and the freemen met in the General Court to transact the business of the colony?
14. The Legislature of Massachusetts is called officially the General Court?



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15. The outstanding characteristic of the charter was the principle of stated elections which required the elected officers to go before the voters every year?
16. The continuous check on the executive officers and representatives became an important part of every state constitution and later of the federal constitution?
17. John Winthrop believed that the government was the sacred trust of the well born for the many?
18. The settlers insisted upon representative government as their right under the charter?
19. Treaties and agreements made today should be given the same respect as our founding fathers gave to their charter?
20. "A show of hands" was the first method of election with balloting developing in the following way; grains of corn and black beans, white balls and black balls, and paper?
21. John Winthrop did not approve of the settlers spreading out but the liberty loving Englishmen did so against his wishes?
22. When the settlers formed other communities, they divided up the land and ran their own affairs through town meetings?
23. The towns are considered to be the true centers of political life in New England?
24. Each early New England settlement was in fact a small Commonwealth since there was no state at that time and the home government was too distant to rule efficiently?
25. The newer states of the West have tried to reproduce the town government of New England?
26. Although the Puritans had suffered tyranny in England they did not allow all the colonists freedom of worship?
27. John Winthrop, although a great and noble leader, for policy's sake and for the sake of peace, sided with the majority in town meeting for the banishing of Anne Hutchinson and of Roger Williams?
28. Rhode Island was the first New England colony to give true religious freedom to all its inhabitants?
29. During the rule of Andros as Royal Governor of Massachusetts the colonists were denied many rights which they had formerly enjoyed under the charter?
30. After the colonists deposed Andros and established a revolutionary



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government, King William sent over the Charter of 1691 which was an extension of the trading charter of 1628?

31. Massachusetts became a kind of mother country to many American since many of the descendants of these first settlers of New England pushed on to the Pacific coast?
32. Just as the Puritans struggled to build a colony based on action for the common good, so the United Nations Organization is struggling now to promote the common good among all nations?
33. As the authors of the Constitution recognized human rights and the equal rights of all states; so, now, the members of the United Nations have stressed the dignity of human rights and of the rights of small nations?

Have the children grown in:

1. Ability in learning how to select material for a report?
2. Ability in skimming material for needed information?
3. Increased ability in acquiring new words in their vocabularies?
4. Ability to use the textbook intelligently and efficiency?
5. Ability to arrange attractive bulletin board exhibits?
6. Ability to use reference materials such as dictionaries and encyclopedias?
7. Ability to answer questions that require some interpretation and organization of materials?
8. Increased ability in effective participation as a committee member?
9. Increased ability in reading and in using maps, globes and diagrams?
10. Ability to use card catalog in the library?

Have the children developed:

1. A realization that democracy is a growing thing that requires eternal vigilance of all the people as well as intelligent leadership of the chosen representatives?
2. A zeal to be worthy citizens at their own level?
3. A desire to imitate some of the noble traits of character which are shown in the lives of the men whose memorials adorn Boston?



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4. An increased reverence for God upon Whom the Puritans looked as the Supreme Lawmaker?
5. An understanding that the democracy which we have inherited from our founding fathers is a goal toward which many of the nations of the world are still struggling?

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## UNIT I

BIBLIOGRAPHYBooks Useful for the Teachers

- Addison, Albert C. The Romantic Story of the Puritan Fathers  
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 The influence of Old Boston, England upon colonial Boston is shown especially through the study of the Puritan Church and its leaders.
- Beebe, Lucius Boston and the Boston Legend  
 Appleton 1935  
 Using persons, places, and things - some old and some new - the author has given a humanized "character study of the town in terms of reality."
- Bell, Mrs. N. S. - Compiler Pathways of the Puritans  
 Old American Company 1930  
 Beautiful illustrations and descriptions of magistrates and of houses of New England.
- Crawford, Mary C. Old Boston in Colonial Days or St. Botolph's Town  
 Page 1908  
 A genuine appreciation for the noble contributions of the bounding fathers and an authentic understanding of the religious persecutions
- Drake, Samuel Adams Old Landmarks and Historic Personages of Boston  
 Roberts Brothers 1889  
 All inclusive report of life in Boston from colonial times through the Civil War
- Forbes, Allen and Eastman, Ralph M. Some Statues of Boston  
 State Street Trust Co. 1946  
 The latest and most attractive of the many booklets issued by the State Street Trust Company of Boston
- Hartwell, McGlenen, Skelton Boston and Its Story  
 City of Boston Printing Dep't. 1916  
 Although without benefit of index or chapters, the book is very valuable for its clear picture of the workings of the colonial government
- Shakelton, Robert The Book of Boston  
 Penn Publishing Co. 1916  
 "And if, in writing of the Boston of today, there is mention of the past, it will be because in certain aspects,



UNIT I

BIBLIOGRAPHY

Books useful for the teachers

Abbot, Alfred. The Maritime History of the Eastern Seaboard

Page 1912

The influence of the Boston of 1700 Boston is shown especially in the study of the British Empire and the leaders.

Abbot, Alfred. The Maritime History of the Eastern Seaboard

Page 1912

Using various, places, and things - some old and some new - the author has given a humanized "concrete study of the town in terms of reality."

Bell, Mrs. W. B. - Cambridge Portraits of the Puritans

Old American Company 1930

Beautiful illustrations and descriptions of the lives and of houses of the Puritans.

Crawford, Mary G. Old Boston in Colonial Days on St. Botolph's Lane

Page 1918

A genuine appreciation for the noble contributions of the founding fathers and an excellent understanding of the religious background.

Drake, Samuel. Old Ipswich and Historic Townships of Boston

Historic Townships 1930

All inclusive report of life in Boston from colonial times through the Civil War.

Fox, Alfred. Some Studies of Boston

State Street Press Co. 1916

The interest and most attractive of the many books issued by the State Street Press Company of Boston.

Hartwell, William. Boston and Its Story

City of Boston Printing Co. 1916

Although without benefit of index or chapters, the book is very valuable for the clear picture of the workings of the colonial government.

Shaw, John. The Book of Boston

Longfellow Co. 1916

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in certain phrases, the past and the present are inextricably blended."

### Reports and Memorial Volumes

#### The Memorial of Boston

Osgood and Co. 1880

Winson Justin, editor

Four volumes containing several themes treated by those men who had some particular association or may be long acquaintance with the subject.

Considered one of the most authentic histories of Boston.

Volume I The Early and Colonial Periods

Volume II The Provincial Period

Volume III The Revolutionary Period

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#### A Topographical and Historical Description of Boston 1890

Shurtleff, Nathaniel G.

Reference for places not people

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Comparable to the Winsor Memorial but more recent

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Johnson - 1938  
Many excellent guides for the children in preparing and in evaluating the activities of the unit
- Bourne, Henry Eldridge and Benton, Elbert Jay  
Story of America and Great Americans  
Heath - 1925  
An attempt has been made to give an orderly impression of the development of the country. Good as a reference for children
- Brooks, Eldridge S. Stories of the Old Bay State  
American - 1899  
Many stories telling how the people under the leadership of outstanding men built Massachusetts from the time of Captain John Smith to the days of Bell
- Burnham, Smith Hero Tales from History  
Winston - 1922  
Good reference material about the following men for readers above grade level:  
John Winthrop, Eli Whitney, Abraham Lincoln, U.S. Grant, Robert E. Lee, David Farragut and Henry W. Longfellow
- Campbell, Harold G. and Wren, F. Lynwood  
Exploring Numbers  
Heath - 1942  
Excellent as reference in making graphs
- Coe, Fanny E. Founders of Our Country  
American - 1930  
Lives of famous men from Columbus to Franklin. Excellent for readers below grade level
- Egan, Joseph B. Citizenship in Boston  
Winston - 1925  
A civic reader for use in Boston schools. Although useful, a revision is badly needed to bring material up to date
- \*Fast, Howard Haym Salomon, Son of Liberty  
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- Fitch, Mary F. One God: The Ways We Worship Him  
Lothrop - 1944  
An informational approach to better religious understanding
- Gordy, Wilbur F. Stories of Early American History  
Scribner - 1913  
Stories from the time of Christopher Columbus to the time of the English and French in America
- Guindon, Frederick Boston and Her Story  
Heath - 1921  
History and description of Boston and Boston landmarks
- Hawthorne, Nathaniel The Whole History of Grandfather's Chair  
Houghton - 1896  
The fireside chair is the medium and connecting link used to tell the history of New England from 1620-1803
- Heard, Sarah and King, M. W. Stories of American Explorers and Settlers  
Winston - 1930  
One valuable chapter on England and her colonies may be used as reference
- Humphrey, Grace Father Takes Us to Boston  
Penn - 1928  
Visiting Boston on a sightseeing tour
- Kelty, Mary G. How Our Civilization Began  
Ginn - 1935  
Good as reference on the English kings and the English laws
- Kent, Louise A. In Good Old Colony Times  
Houghton - 1941  
Early life in Boston. A story-book record of all its "firsts."
- Knipe, Emilie Maid of '76  
Macmillan - 1915  
Boston at the time of the Revolution
- Mace, William H. A Primary History, Stories of Heroism  
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Dramatic biographies of great men of America grouped according to the periods of discovery and colonization, of the Revolution and of the development as a nation
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Otis, James Ruth of Boston  
American - 1910

An entertaining and instructive account of toil and of privation of colonial times

Perry, Arthur C and Price, Gertrude A. American History First Book  
American - 1930

A textbook used for teaching the periods of history from the discovery of America to the Revolutionary War

Southworth, Gertrude Van Duyn A First Book in American History with European Beginnings

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Stone, Gertrude and Fickett, M. Grace Everyday Life in the Colonies  
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## OTHER INSTRUCTIONAL AIDS

### FILMS

#### Early Settlers of New England (Soc. studies ser.)

\*11 min.    16-sd-    \$50    1940    FBF    973.2

Reinacts the lot of Salem's hardy pioneers about 1626. Types of people; the proximity of their bark wigwams and dugouts to the seashore; their direct dependence upon the sea and the land for food; the need of mutual assistance; division of labor; care of the sick; problems of crop cultivation; relationships with England and the background beginnings of Am. democracy are portrayed.

#### Eve of the Revolution (Chronicles of Am. photoplays ser.)

45 min.    16-si- rent \$6    1924    Yale

Scenes incident to the "Stamp act," "Taxation without representation," the "Boston tea party," the Salem Assembly, the famous rides of Paul Revere and of William Dawes, Jr., the sharp military clashes at Lexington and Concord and the retreat of the British are depicted.

#### Pilgrim Fathers

20 min.    16-sd-    \$72    rent \$3    1941    B & H

"American visitor to relatives in Eng. is asked by children to tell a story - he obliges with a tale of the Pilgrims, once persecuted in their own town, and their course to America, where they laid the foundations of representative government in their Mayflower compact, and lived at peace with their Indian neighbors."

#### Puritans (Chronicles of Am. photoplays ser.)

45 min.    16 - si - rent \$6    1924    Yale

Adapted from "The fathers of New England," a chronicle written by Charles M. Andrews. When the 15 films in this series are all booked at once the rental is \$75.

Contrasts the economic background of the Mass. Bay Colony and life in early N. Eng. (1630), with the court of King Charles I. It reveals the political moves behind Thomas Morton's effort to discredit the Puritans in England and to bring about the revocation of their charter. Traces the rise of dissension within the colony, including the departure of Roger Williams, and portrays the capable leadership of Governor Winthrop in successfully bringing the colony through this dual crisis in its affairs.

#### Puritans of Mass. Colony

2R    16 - sd -    \$72;    rent \$4    1940    Aud F.

The commentator speaks of the grimness of some of the customs of the puritan period, and then we see a map locating the Mass. Bay Colony; as he tells of its origin and gives some points of its history.

We then see actual scenes in the daily life of the people such as the governor and his assistants, speech making, and treatment of strangers.



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### Five of the Revolution (Chronicles of Am. photography ser.)

45 min. 16-51-18 rent \$6 1924 Yale  
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A few years later, some scenes of daily life. A little girl is scorned by other children because of her mother's reputation. Methods used to regulate the conduct of every person in the community are shown, using the same erring woman and her child as example. There is a scene in church showing how the congregation was forcibly kept awake if necessary. We see some of the hardships - for instance, caring for the sick in cold weather when the supplies are low. There is a homely scene of women washing clothes by the river. A man is seen in the stock, where he has been put for laughing on the Sabbath. The film closes as the town crier calls, "Nine o'clock and all's well."

#### Our Declaration of Independence

20 min. 16 - sd - \$90; rent 3.50 1941 Academic  
 "An authentic dramatization, not only of the signing of the great document, but of the years of struggle and strife before the signing. The Stamp Act, the Quartering Act, the Boston Tea Party, the Committees of Correspondence and the many other flaming events leading to the Declaration of July 4th are vividly portrayed." Tennessee.

#### Three Centuries of Massachusetts

30 min. 16 - sd - \$108; rent \$4.50 1934 B & H.  
 Chapters from American history, prepared and directed by Professor Albert Bushnell Hart of Harvard University who provides a descriptive narrative, telling the story of Mass. from the time of the Pilgrims' landing to the departure of the modern air liner from Boston.

#### \* Outstanding Film

Brando Films, Inc.,  
 1600 Broadway, N.Y. City 19.  
 Boston University School of Education  
 Division of Teaching Aids  
 84 Hunter St., Boston 16, Mass.  
 Academic Film Co., Inc.  
 1600 Broadway, N.Y., City 19.  
 March of Time  
 366 Lexington Ave., N.Y. City  
 Museum of Modern Art Film Library  
 11 W. 53rd St., New York City



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## MULTIPLE CHOICE

Directions: After each statement there are four answers. Choose the best answer. Put the letter of the best answer beside the number.

Sample:

**E B F** Encyclopaedia Britannica Films Inc.,  
20 N Wacker Dr., Chicago 6, Ill.

**YALE** Yale University Press Films Service,  
386 Fourth Ave., New York City, 16.

**B & H** Bell & Howell Co.,  
1801-1815 Larchmont Ave., Chicago 13, Ill.  
30 Rockefeller Plaza, N.Y. City 20.  
716 N. LaBrea Ave., Hollywood, California  
1221 G St., N.W., Washington, D.C.

**And F** Audio-Film Libraries  
656 Bloomfield Ave., Bloomfield, N.J.

**T F C** Teaching Film Custodians, Inc.,  
25 W. 43rd St., New York City 18.

**O I A A** Apply to distributors carrying the symbol  
E. There is no longer a central office.

**Bra F** Brandon Films, Inc.,  
1600 Broadway, N.Y. City 19.

**Bos U** Boston University School of Education  
Division of Teaching Aids  
84 Exeter St., Boston 16, Mass.

**Academic** Academic Film Co., Inc.  
1650 Broadway, N.Y., City 19.

**March of Time** March of Time  
369 Lexington Ave., N.Y. City

**M M A** Museum of Modern Art Film Library  
11 W. 53rd St., New York City

10. Under the charter, the settlers insisted that they were given  
the right to a government based on  
(a) religious freedom (b) representation (c) legislation  
(d) dictatorship



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Teaching Film Consultants, Inc., 25 W. 43rd St., New York City 18.	T F C
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# MULTIPLE CHOICE

Directions: After each statement there are four answers. Choose the best answer. Put the letter of the best answer beside the number in the column at the right.

Sample:

The capital of Massachusetts is

- (a) Worcester (b) Springfield (c) Boston  
(d) Plymouth

1 (c)

Boston was settled in

- (a) 1620 (b) 1492 (c) 1628 (d) 1630

2 ( )

1. The Massachusetts Bay Co. was a trading company of  
(a) Italy (b) Spain (c) England (d) Holland 1.( )
2. Governor Winthrop received the charter from  
(a) Henry II (b) John I (c) Charles I (d) James I 2.( )
3. The Massachusetts Bay Colony was founded for  
(a) gold (b) religious freedom (c) trading (d) adventure 3.( )
4. The Freemen of colonial days were  
(a) sailors (b) pirates (c) nobles (d) stockholders 4.( )
5. John Winthrop was elected governor for the first time in  
(a) England (b) Salem (c) Boston (d) Charlestown 5.( )
6. The Legislature of Massachusetts is called officially  
(a) Senate (b) Parliament (c) House of Representative  
(d) General Court 6.( )
7. The rights of the early colonists were safeguarded in the  
(a) Arbella (b) charter (c) Magna Charta (d) Constitution 7.( )
8. The charter of the Massachusetts Bay Company was intended for  
(a) business (b) government (c) education (d) travel 8.( )
9. John Winthrop believed that the best government was obtained  
through the rule of the  
(a) settlers (b) well born (c) king (d) soldiers 9.( )
10. Under the charter, the settlers insisted that they were given  
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11. In the early days of the colony a voter had to be a  
 (a) colonist (b) Christian (c) land owner  
 (d) Puritan 11. ( )
12. The first White man to settle Boston was  
 (a) John Winthrop (b) Cotton Mather (c) William Blackstone  
 (d) John Endicott 12. ( )
13. Each community ran its own affairs through the  
 (a) General Court (b) town meeting (c) Congress  
 (d) church 13. ( )
14. Town meetings are valuable because they represent the  
 wishes of the  
 (a) people (b) leaders (c) educators  
 (d) business men 14. ( )
15. The ideas of a New England town meeting were copied in  
 (a) England (b) Canada (c) the West (d) Mexico 15. ( )
16. House of Burgesses in colonial Virginia was controlled by  
 (a) plantation workers (b) traders (c) land owners  
 (d) law makers 16. ( )
17. Whenever the Puritans started new towns, they did so as  
 (a) individuals (b) large groups (c) temporary home  
 builders (d) adventurers 17. ( )
18. People expected the Puritans to be tolerant because in  
 England they lived under  
 (a) religious freedom (b) a fair king (c) democracy  
 (d) persecution 18. ( )
19. The idea of forcing people to support a religion they did  
 not believe in was thought to be wrong by  
 (a) Williams (b) Winthrop (c) Mather (d) Dudley 19. ( )
20. The first New England state to give religious freedom to  
 all inhabitants was  
 (a) Massachusetts (b) Maine (c) Rhode Island  
 (d) Connecticut 20. ( )
21. When Massachusetts lost her charter she no longer had  
 (a) churches (b) self-government (c) towns (d) trade 21. ( )
22. The charter of 1691 was the framework for  
 (a) U. N. Charter (b) Declaration of Independence  
 (c) Massachusetts Constitution (d) Mayflower Copact 22. ( )
23. The charter of the United Nations Organization was adopted in  
 (a) Moscow (b) San Francisco (c) Paris (d) London 23. ( )



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(a) General Court (b) town meeting (c) Congress  
(d) church 13. ( )
14. Town meetings are valuable because they represent the  
wishes of the  
(a) people (b) leaders (c) educators  
(d) business men 14. ( )
15. The ideas of a New England town meeting were copied in  
(a) England (b) Canada (c) the West (d) Mexico 15. ( )
16. Houses of Burgesses in colonial Virginia was controlled by  
(a) plantation workers (b) traders (c) land owners  
(d) law makers 16. ( )
17. Whenever the Puritans started new towns, they did so as  
(a) individuals (b) large groups (c) temporary home  
builders (d) adventurers 17. ( )
18. People expected the Puritans to be tolerant because in  
England they lived under  
(a) religious freedom (b) a fair king (c) democracy  
(d) persecution 18. ( )
19. The idea of forcing people to support a religion they did  
not believe in was thought to be wrong by  
(a) Williams (b) Winthrop (c) Mather (d) Dudley 19. ( )
20. The first New England state to give religious freedom to  
all inhabitants was  
(a) Massachusetts (b) Maine (c) Rhode Island  
(d) Connecticut 20. ( )
21. When Massachusetts lost her charter she no longer had  
(a) churches (b) self-government (c) towns (d) trade 21. ( )
22. The charter of 1691 was the framework for  
(a) U. N. Charter (b) Declaration of Independence  
(c) Massachusetts Constitution (d) Mayflower Compact 22. ( )
23. The charter of the United Nations Organization was adopted in  
(a) Moscow (b) San Francisco (c) Paris (d) London 23. ( )



24. Our founding fathers and builders of the United Nations Organization both worked to promote  
 (a) common good (b) religious freedom (c) new inventions  
 (d) greater wealth 24. ( )

25. The United Nations Charter and the Constitution of the United States of America both recognize  
 (a) privileges (b) wealth (c) strength (d) human rights 25. ( )

events took place. "The establishment of the House of Burgesses" took place first, so it is marked 1.

- \_\_\_\_\_ The admission of representatives from towns to the General Court
- \_\_\_\_\_ The signing of the Mayflower Compact
- \_\_\_\_\_ The adoption of the Massachusetts State Constitution
- \_\_\_\_\_ The settlement of Boston
- \_\_\_\_\_ The granting of the charter to the Massachusetts Bay Company
- \_\_\_\_\_ The adoption of the Constitution of the United States of America
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# CATEGORIES ORGANIZATION

## Time Sequence

Directions: Below there are two lists of words. Number the word  
1. If it deals with spring  
Directions: Number the following from 1 to 8 according to the time the events took place. "The establishment of the House of Burgesses" took place first, so it is marked 1.

- |                |  |
|----------------|--|
| _____          | The admission of representatives from towns to the General Court |
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## CATAGORIES

SAMPLE

Directions: Below there are two lists of words. Number the word

1. If it deals with spring
2. If it deals with winter
3. If it deals with summer
4. If it deals with fall

___	apple blossoms	___	ice skating
<u>3</u>	swimming	___	football
___	skiing	___	baseball

DIRECTIONS: Below there are two lists of words. Number the word

1. If it deals with government in England
2. If it deals with colonial government
3. If it deals with the federal government at present

___	House of Burgesses	___	House of Commons
___	Supreme Court	___	town meeting
___	Parliament	___	Senate
___	amendments	___	charter of King Charles
___	House of Lords	___	common law systems
___	Freemen	___	the Cabinet
___	General Court	___	deputy governor
___	Constitution of the U.S.A.	___	Congress
___	Magna Charta	___	Court of Assistants
___	Mayflower Compact	___	voting machines

# CATEGORIES

SAMPLE

DIRECTIONS: Below there are two lists of words. Number the word

1. If it deals with spring
2. If it deals with winter
3. If it deals with summer
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apple blossoms \_\_\_\_\_  
 swimming \_\_\_\_\_  
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 deputy governor \_\_\_\_\_  
 Congress \_\_\_\_\_  
 Court of Assizes \_\_\_\_\_  
 voting machines \_\_\_\_\_



## MATCHING

Directions: In the blank before each word at the right, write the letter of the phrase which defines it. There are two extra words.

- |   |                                |
|---|--------------------------------|
| a. People in foreign lands ruled by their mother country <sup>f</sup> | <u>  f  </u> charter           |
| b. Body of lawmakers of colonial Virginia <sup>d</sup>                | <u>  d  </u> town meeting      |
| c. The legislature of Massachusetts <sup>g</sup>                      | <u>  g  </u> ballot            |
| d. A system of government by the people of New England <sup>a</sup>   | <u>  a  </u> Congress          |
| e. A group of people conducting a business together <sup>c</sup>      | <u>  c  </u> colony            |
| f. A written grant of rights from a ruler <sup>b</sup>                | <u>  b  </u> General Court     |
| g. An object used in voting <sup>e</sup>                              | <u>  e  </u> tariff            |
|   | <u>  b  </u> House of Congress |
|   | <u>  e  </u> corporation       |

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| e. A group of people conducting a business together      | _____ Congress    |
| f. A written grant of rights from a ruler                | _____ colony      |
| g. An object used in voting                              | _____ General     |
|  | _____ Court       |
|  | _____ tariff      |
|  | _____ House of    |
|  | _____ Congress    |
|  | _____ corporation |



## RECOMMENDATIONS TO BE DEVELOPED

1. The motto of Boston, "as with our fathers, so God be with us," is rich in historical implications for young citizens.
2. In spite of the fact that the colonists had been assimilated with life in England, they were wise enough to keep the rich culture and mold it into an American way of life.
3. The English farmers who could never see the land in Europe took advantage of the opportunity to see land in the colony.
4. While settlers of some colonies were hoping for gold, the colonists of Massachusetts Bay saw in the fish of the ocean and the timber of the wilderness, all the wealth they could desire.
5. The geographic conditions of New England together with the enterprise of the people contributed to the success of colonial trade.

## UNIT II COLONIAL LIFE

6. Through the hard work and integrity, and the learning of its early settlers, Boston was built to stand the test of time.
7. The colonial society divided the people into the following classes: a few rich gentlemen, property owners and craftsmen, and indentured servants.
8. Public education through which freedom and all other ideals of democracy are fostered and preserved was born in Boston.
9. The science of healing has been advanced so extensively in Boston that her leadership in some phases of medical science has attracted the attention of the world.
10. Discouragement at the tremendous tasks of the United Nations should turn to hope at the realization of the understanding and of the patience that went into the building of our nation.

UNIT II COMPARATIVE LITERATURE



### UNDERSTANDINGS TO BE DEVELOPED

1. The motto of Boston, "as with our fathers, so God be with us," is rich in historical implications for young citizens.
2. In spite of the fact that the colonists had been dissatisfied with life in England, they were wise enough to keep its rich culture and mold it into an American way of life.
3. The English farmers who could never own the land in Europe took advantage of the opportunity to own land in the colony.
4. While settlers of some colonies were hoping for gold, the colonists of Massachusetts Bay saw in the fish of the ocean and the timber of the wilderness, all the wealth they could desire.
5. The geographic conditions of New England together with the enterprise of the people contributed to the success of colonial trade.
6. Through the hard work, the skilled labor, the integrity, and the learning of its early settlers, Boston was built to stand the test of time.
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### OVERVIEW

In this age of science, the historic monuments of Boston stand out in mute testimony of the struggle of our forefathers toward the building of a nation in which the high ideals of democratic living were a vision. With little benefit of science, they built a God-fearing state constructed to stand against time, both materially and spiritually, because of the integrity of the founders. Their achievement in education and in arts and crafts was as firm and enduring as the rocks along the coast. In the Colonial Room of the Museum of Fine Arts, household treasures reveal the austerity of the life of a people who wrested a living from a rocky soil. From the bounty of the sea, they received the money which later provided them with the household furnishings, so rich in basic material, so pure and restrained in design. The statue of Horace Mann calls to mind the vision of a man, who, realizing the value of the truism that a school is a teacher and his pupils, worked to establish the first normal school in America where teachers could be scientifically trained. This statue may be used as a symbol of the great strides in education from the first public free to our large modern system. The monument commemorating the discovery of ether is one of the innumerable examples of the leadership of Boston in the field of medicine to which the whole world turns in trust because of its revolutionary and successful practices. May the children of today, bewildered by their fast changing world, find in their glimpse of old Boston some peace for their spirit and some enduring values to which they may cling.



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INTRODUCING THE UNIT

Imagine a beautiful parade in which there are to be many floats depicting scenes of some historic events in Boston. Describe exactly how you would like each float to look, so that onlookers will be able to get a clear picture of the background, of the characters, and of the dramatic incidents.

Have a group discussion of why Boston has been called "the Hub of the Universe."

Read the following poems to the children:

"The Landmarks"

John Greenleaf Whittier

"Boston"

Ralph Waldo Emerson

"At School Close"

John Greenleaf Whittier

Display posters of colonial life. Encourage the children to ask questions about the details which have aroused their curiosity.

Place around the room the excellent reproductions of the memorials which are being used in this phase of the study.

Read "The Pine-Tree Shilling" from Grandfather's Chair to orient the children to the study.



## INTRODUCING THE UNIT

Describe a beautiful scene in which there are no less than  
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you would like each child to look, so that children will be able to get a  
clear picture of the background of the characters, and of the dramatic  
incidents.

Have a group discussion of why Boston has been called "the Hub of  
the Universe."

Read the following poems to the children:

John Greenleaf Whittier	"The Immigrants"
Edith Wharton	"Boston"
John Greenleaf Whittier	"As School Closes"

Display pictures of colonial life. Encourage the children to ask  
questions about the details which have aroused their curiosity.

Place around the room the excellent reproductions of the paintings  
which are being used in this course of the study.

Read "The First Thanksgiving" by Sarah Josepha Buena Vista  
children to the study.

CHILDREN'S LITERATURE



### ACTIVITIES

1. Divide the class into five committees to obtain information about the following topics with emphasis on the colonial aspect; education, home life, health and industries (two groups). Each child should be working in the field in which his greatest interest lies. The chairman of each group should be given a report of the findings of his committee as a result of skimming. Working as a group with the chairman as leader, the following outline of the information to be obtained may be used.
  - I Brief historic background
  - II Some definite problems which were faced
  - III Methods of solving the problems or overcoming the hardships
  - IV The influence of the character of the people on the development of the colony
  - V The contributions to our times
  - VI A comparison of colonial conditions with those of our days
2. Make a list of the following people; children, farmer, fishermen, housewife, merchant, peddler, schoolmaster, shipbuilder. Under each name, write the characteristics which best describes the person in colonial days.
3. Pretend you are at the docks in England loading the fleet of the Massachusetts Bay Company. Name all the articles both supplies and treasures that the Puritans brought with them.
4. On your paper, make two headings. Call one imports and the other exports. From the list given to you by the teacher, make two lists. When you have finished making these two lists create a key to show which commodities went to England, to countries of Europe, and to countries of Africa.
5. Pretend you are a merchant in colonial days. Make a schedule of your activities for a day.
6. Trace the history of salvaging of sunken treasures from the days of Sir William Phips to the present day.
7. On a map of the United States locate the areas of land given by the United States Government to the veterans of World War II.
8. Find at least five ways that the government is trying to improve the land for farmers.
9. Make a map showing the east coast of North and South America and the west coast of Europe and Africa. Draw trade routes showing the three-cornered trade of New England with the West Indies, Europe and



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Africa. Above the line print the exports and below the line print the imports.

10. Present a list of scattered words describing colonial life in New England and in the South. Have the children organize two lists from one.
11. Make a seating plan of a colonial church.
12. Sing "Faith of Our Fathers."
13. Present an opportunity for pupils' evaluation of life in Boston, old and new. Have the children make lists telling what customs or habits of work they would enjoy in each period. A third list could be made of ways of improving Boston.
14. Describe articles which you have seen in an antique shop. Choose one article about which you could write an interesting story or play, then do so.
15. Dress dolls to show a comparison of clothes worn in England with those of the early colonists of New England.
16. Compare dyeing in a colonial home and in a modern home.
17. Pretend you are a housewife in colonial days. Make a schedule of your activities for a day. Do the same for a modern housewife.
18. Make a model of a colonial New England village with the meetinghouse as the center of interest.
19. Pretend you are a Puritan child. Write a letter to your cousin in England telling about your new home.
20. Make a reproduction of a colonial kitchen. Draw a picture of a modern kitchen.
21. Bring to school any articles that might be contributed to the committee making an exhibit depicting life in colonial times.
22. Make a menu for a colonial dinner and one for a modern dinner. Explain the difference.
23. Tell the story of the inoculation of Cotton Mather's son. How many different kinds of inoculation are used in prevention of diseases today? If you are interested trace the history of the discovery and of the use of each.
24. Boston will again be "first" in the establishing of the proposed Children's Medical Center with the Children's Hospital as its nucleus. Write to the Children's Hospital to get pamphlets telling of the



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- Africa. Above the line print the exports and below the line print the imports.



plans for this tremendous project.

25. Make a reproduction of a school in colonial times.
26. List all the reasons children like to go to school in 1947.
27. Make a graph showing the change in distribution of pupils by grades in public school in United States from 1925-1938.
28. Discuss the importance of education with your parents and with young men and women of the neighborhood.
29. Make a horn book.
30. Embroider a sampler.
31. At the library, find children's books copyrighted in 1900, 1910, 1920, 1930, 1940 and 1946. Compare these with each other and with the Horn Book.
32. Reproduce with bristol board, articles of furniture used in a colonial school and in a modern school. Make a list of the materials used in your school that were not used in earlier days.
33. Add to Who's Who and to the Picture Library.
34. Write poems and stories about a dramatic incident in Boston's history.
35. Lead the children to trace influence of the recent translation into English of the Bible on the language of colonial people.
36. Add to the Time Line the establishment of Public Latin School, of Harvard College, and of the First Normal School, the use of the first printing press in New England, the establishment of the mint and the launching of "The Blessing of the Bay."
37. Encourage the children to discover how many years ago these important events took place.
38. Create problems in arithmetic based on industries, education, and home life.
39. Collect pictures, post cards, and clippings about Boston.
40. Make a pictorial dictionary using the words that have particular significance to the unit.
41. Choose a play that would lend itself to a puppet show.
42. Show motion pictures and slides listed under Instructional Aids.



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36. Add to the time line the establishment of Public Latin School, of Harvard College, and of the First Normal School, the use of the first printing press in New England, the establishment of the mint and the launching of "The Rising of the Bay."
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34. Write poems and stories about a dramatic incident in Boston's history.
33. Add to Who's Who and to the Picture Library.
32. Reproduce with Bristol board, articles of furniture used in a colonial school and in a modern school. Make a list of the materials used in your school that were not used in earlier days.
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43. After reading "The Makers of the Flag" by Franklin K. Lane, write a composition telling ways in which children are makers of the flag.
44. Build a quiz program through the aid of a question box kept in sight during the study.
45. Make a list of titles signifying the achievements of Boston and of her leaders for example Hub of the Universe, Father of the American Revolution.
46. Complete a Unit Word List containing words that have particular significance for this unit:

abound	flint-lock	observation
accomplish	floats (procession)	opponent
adverse	flourishing	
ancestors		pacify
application	gigantic	perplex
artificial	grapple	pewter
aviation	gridiron	pillory
	grievous	pinnacle
boyberries		plight
boyberry	handicap	porringer
belfry	harrow	powder-horn
bellows	haven	prescribe
besiege	hazard	prescription
brandish		profession
brazier	inherit	professor
	instruction	project
captor		
census	judgment	quaint
chore	judicious	
churn		rafters
crane	kindred	
custom	knowledge	schoolmaster
		servile
descendant	laboratory	settles
desolation	laborious	skillet
desperation	legend	snuffers
diligent	loft	stock
disaster		
disciplinarian	manifest	tankard
	medical	thrive
educator	minister	tithing-man
efficiency		toasting-rack
encounter	nourish	
endure		valiant
endurance	objective	
experiments	obligation	warming pan
		well-sweep
		whaler
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accomplish	floods (procession)	opponent
adverse	flourishing	peculiarly
ancestors	atlantic	perplex
application	grapple	perjury
artificial	garrison	pillory
avation	graveyard	pinwheel
boyberries	handedness	plight
boyberry	harrow	portinger
belly	hazy	powder-horn
belows	hazard	prescribe
bestage	inherent	prescription
branchish	inattention	profession
braver	judgment	professor
captor	judicious	project
ceaus	kindred	quaint
choir	knowledge	rafters
churn	laboratory	schoolmaster
crane	laborious	servile
custom	legend	settles
descendant	left	skillet
desolation	manifest	summers
desperation	medical	stock
diligent	minister	tankard
disaster	nourish	thrive
disappointment	objective	tithing-man
educator	obligation	trailing-track
efficiency		valiant
encounter		warming pan
endure		well-sweep
endurance		whaler
experimenta		yield



47. Study the following words taken from the Boston Word List (Revised) 1941:

accept	expense	occupation
account	extend	
agriculture		patient
aid	failure	population
alphabet	familiar	protect
altogether	fertile	provide
arrange		publish
article	growth	
		rapid
burden	haste	route
carpenter	ignorant	safety
celebration	immense	scholar
cemetery	industrious	servant
civilize	industry	skill
coarse	injure	stock
comfort	instruction	student
complain		supply
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custom	luncheon	
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### SUGGESTED EVALUATIONS

#### Do the children understand that:

1. There was an economic as well as religious motive for the establishment and for the success of the Massachusetts Bay Company?
2. The landless English farmers were glad to come to America to better their conditions?
3. Self-government under the charter gave the Puritans opportunities denied to settlers of other colonies?
4. The kind of industries in New England depended on the following geographic conditions; the coastline and waterways, the dense forests, the character of the soil, the mountain barriers, the natural resources and the climate?
5. The success and growth of the colony depended greatly on the following characteristics of the people; love of God, skill, honesty, ingenuity, and perseverance?
6. Early in the colonial period free labor was established and a diversity of occupations grew in a society where there was work for every one and nothing for those who would not work?
7. The colonists showed foresight in bringing from England cattle and agricultural implements?
8. The colonists were apt pupils of the friendly Indians in learning ways of conquering the wilderness?
9. The land was partitioned into house and garden plots while tracts of lands were set apart as planting fields, common pastures, common meadows and common woodlands?
10. The poor soil and the excellent fisheries led the farmers to turn to the sea and to find in dried fish a staple commodity for barter in foreign ports?
11. Fishing grew to such importance that the General Court took measure for the promotion and protection of the fishery?
12. Fishermen and shipwrights were exempt from military duty?
13. Now, as in colonial days, Massachusetts ranks high as to capital invested in fishing, value of fishing vessels, and value of products?



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14. To the farmer boy the sea was a release from the dull farm work, long sermons and poverty?
15. The growth of the shipbuilding industry was due to poor soil, lumber, bog ore, trade and fishing?
16. Governor Winthrop launched the first Massachusetts sea going vessel, "The Blessing of the Boy" in 1631 on the Mystic River for coastwise and East India trade?
17. Whaling was the most dangerous and picturesque industry of any age?
18. As oil lamps replaced candles both in Europe and colonial America, Boston became the principle port for exporting whale oil to England and the countries of Europe?
19. Rough roads and mud made the use of inland waterways very important to the colonists?
20. Iron ware, lumber and glass were carried inland on barges and bark canoes?
21. Coastwise traffic dealt chiefly with fish, furs, corn, and tobacco?
22. The three-cornered trade of sugar and molasses, rum and slaves greatly enriched the colonists?
23. Piracy, privateering and smuggling were the dangers of the high seas?
24. The iron and steel industry was faced with the following handicaps; poor ore, no railroads or good roads, scarcity of skilled workers, lack of money for investment and limited power?
25. The need for metal as shown in the substitution of wood in many household commodities encouraged the growth of iron and steel manufacturing?
26. The craftsmen in the towns kept shops for the exchange of goods for farm products whereas the itinerant craftsman worked in the homes of the colonists?
27. Although the home industries have decreased in importance since colonial days, they are still part of the life of the people of New England?
28. The tallow which was stewed from the boyberry was of such great importance in the making of candles in colonial times that the boyberry was protected by a law which permitted the picking only at certain seasons?
29. Besides candles, the following products were made in the homes; braided



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and hooked rugs, handwoven curtains and counterpanes, patchwork quilts and candlewick spreads, soap and feather beds?

30. The earliest dwellings were made of logs and had roofs thatched with dried marsh grass and bark of trees?
31. Before the colonists made brick, many fires were caused by unsafe chimneys which were made of logs plastered with clay?
32. The poorer settlers used oiled paper for windows while the wealthier people brought glass from England for their windows?
33. The primitive shelf-like bed was replaced by the more elegant four-poster with trundle bed for children pulled out each night?
34. Chests of drawers were filled with a large supply of linens washdays were infrequent?
35. The elaborate clothes which the settlers had brought from England were replaced gradually by homespun, buckskin and fur?
36. The Indians taught the settlers how to make fast color dyes from roots and berries?
37. The recreation that the Puritans liked the best were those occasions when they made pleasure out of work as a chopping bee stump pulling, a raising, a quilting party and a whang?
38. Because of the sermons which were hours in length some Puritans were tempted to stay at home but failure to attend was punishable by a whipping or a fine?
39. The first schools were uncomfortable, meagerly furnished, and very poorly equipped, but they led the way for free education?
40. When the parents realized that they could not teach the children their letters, they ordered the establishment of free schools in each town so that the children might learn to read the Bible daily?
41. In 1635 Boston Public Latin School was founded?
42. The Puritans brought with them from England the idea of the Dame School with its emphasis on spinning, knitting and writing?
43. Just as John Winthrop was attracted by the spring of fresh water to save a thirsty and hungry colony at Charlestown, so down through history people have come to Boston to quench their thirst for knowledge?
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- and hooked rugs, handwoven curtains and counterpanes, patchwork quilts and candlewick aprons, soap and feather beds?



in the Horn Book, the New England Primer and the Sampler?

45. The importance of education in the lives of the Puritans is shown in the philanthropic gifts and in the personal sacrifices entailed when they gave their household treasures for the establishment of Harvard College?
46. Horace Mann's statue reminds us that the people of Massachusetts continued their interest in education by establishing the first free normal school in America?
47. With the coming of the Atomic Age statesmen have turned to education as the hope for the promotion of world peace?
48. Acting against the judgment of other colonists, Cotton Mather startled his contemporaries by advocating inoculations against small-pox and proved his faith in the new method by allowing Dr. Boylston to inoculate his son?
49. Thomas Green Morton, a Boston dentist, was the first man to publically administer ether?
50. The Ether Memorial represents the pioneering achievements of Boston in the treatment of illness?

Have the children grown in:

1. Ability in learning how to select material for a report?
2. Ability in skimming material for needed information?
3. Increased ability in acquiring new words in their vocabularies?
4. Ability to use the textbook intelligently and efficiently?
5. Ability to arrange attractive bulletin board exhibits?
6. Ability to use reference materials such as dictionaries and encyclopedias?
7. Ability to answer questions that require some interpretation and organization of materials?
8. Increased ability in effective participation as a committee member?
9. Increased ability in reading and in using maps, globes, and diagrams?
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Have the children developed:

1. A sympathy for the problems that confronted our founding fathers?
2. A reliance on God Who was a source of strength and of guidance in the critical years of Boston's history?
3. A respect for the excellent craftsmanship of the early artisans who built articles which have endured?
4. A sense of responsibility to carry on the tradition of their forefathers?
5. An awareness of and a growing interest in the historic luxury with which Boston is surrounded?
6. An opportunity for the child to discover his interests and talents with the realization that Boston is rich in facilities for their growth?
7. A civic pride which makes the child feel responsible for the appearance of his city?
8. A realization that successful leadership depends upon worthy followers?

Have the children shown:

Satisfactory achievement on the tests that have been built on the content and developmental skills of the unit?

Crane, Samuel May: *Old Landmarks and Historic Personages of Boston*  
Houghton Brothers 1899

All inclusive report of life in Boston from colonial times through the Civil War.

Early, Eleanor: *And This Is Boston*  
Houghton 1930

A charming story showing appreciation for the loveliness of Boston, its neighbors and its country.

Farver, Allen and Hartman, Ralph W.: *From Pilgrims of Boston*  
State Street Trust Co. 1945

The latest and most attractive of the early booklets issued by the State Street Trust Company of Boston.

Shakelton, Robert: *The Book of Boston*  
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- Addison, Albert C. The Romantic Story of the Puritan Fathers  
 Page 1912  
 The influence of Old Boston, England upon colonial Boston is shown especially through the study of the Puritan Church and its leaders.
- Beebe, Lucius Boston and the Boston Legend  
 Appleton 1935  
 Using persons, places, and things - some old and some new - the author has given a humanized "character study of the town in terms of reality."
- Bell, Mrs. N. S. - Compiler Pathways of the Puritans  
 Old American Company 1930  
 Beautiful illustrations and descriptions of magistrates and of houses of New England
- Crawford, Mary C. Old Boston Days and Ways  
 Brown 1924  
 Writing with the conviction that the people are the history, the author enriches her story with many anecdotes of Boston before the town became a city
- Drake, Samuel Adams Old Landmarks and Historic Personages of Boston  
 Roberts Brothers 1889  
 All inclusive report of life in Boston from colonial times through the Civil War.
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## Reports and Memorial Volumes

### The Memorial of Boston

Osgood and Co. 1880

Winson Justin, editor

Four volumes containing several themes treated by those men who had some particular association or may be long acquaintance with the subject. Considered one of the most authentic histories of Boston

Volume I The Early and Colonial Period

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### Fifty Years of Boston 1930

Comparable to the Winsor Memorial but more recent

### Report of the Commission on Marking Historical Sites of the City of Boston

An outstanding report on all the sites not marked up to 1923 with descriptions and reasons for choice.

Brooks, George W. *History of the City of Boston*

American - 1899

Many stories telling how the people under the leadership of outstanding men built Massachusetts from the time of Captain John Smith to the days of Ball

Buckley, Eugene M., White, Margaret L., Adams, Alice B., Silvernale, Leslie E.

*The Road to Safety*

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to Nantasket Beach on Easter morning is an especially memorable experience for them.

- Coe, Fanny E. Founders of Our Country  
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Lives of famous men from Columbus to Franklin. Excellent for readers below grade level
- Conway, Helene A Year to Grow  
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Anne, an only child, goes to spend a year at a convent boarding school in suburban Boston.
- Crosby, Irving B. Boston through the Ages  
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The geological story of Boston
- \*Davis, William S. Gilman of Redford  
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A pre-Revolutionary story of college life at Harvard and Boston
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- Egan, Joseph B. Citizenship in Boston  
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A civic reader for use in Boston schools. Although useful, a revision is badly needed to bring material up to date.
- Faulkner, Georgene Melindy's Medal  
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A school story about Melindy who lived in a Roxbury housing project.
- Forbes, Esther America's Paul Revere  
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A spectacular picture book biography
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- Hayes, Marjorie Green Peace  
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A pre-Civil War story of a Vermont family who spend a year in Boston while the children attend the Boston Public Latin School and Bronson Alcott's School.
- \*Hewes, Agnes Glory of the Seas  
Knopf - 1933  
A sea story of Boston during the clipper ship era.
- \*Hewes, Agnes The Codfish Musket  
Doubleday - 1936  
The thrilling career of Dan Boit, a Boston boy who becomes secretary to Jefferson and who overcomes perils to carry a message to the Lewis and Clark expedition.
- \*Howard, Elizabeth Adventure for Alison  
Lothrop - 1942



\*Howard, Elizabeth  
Adventures for Alison  
1892 - 1902

\*Hewes, Agnes  
The Colish Market  
Doubleday - 1936  
The thrilling career of Dan Holt, a Boston boy who becomes secretary to Jefferson and who overcomes perils to carry a message to the Lewis and Clark expedition.

\*Hewes, Agnes  
Glory of the Seas  
Knopf - 1933  
A sea story of Boston during the clipper ship era.

\*Hayes, Marjorie  
Little House on Runners  
Little - 1939  
A pre-Civil War story of a Vermont family who spend a year in Boston while the children attend the Boston Public Latin School and Bronson Alcott's School.

\*Hayes, Marjorie  
Green Peace  
Lippincott - 1946  
About thirteen-year-old Harmony, her little blind brother and Green Peace, the pleasant South Boston home where Dr. Samuel Howe established his famous school for blind children.

\*Hawthorne, Nathaniel  
The Whole History of Grandfather's Chair  
Houghton - 1896  
The fireside chair is the medium and connecting link used to tell the history of New England from 1630-1803.

\*Hawthorne, Hildagarde  
Romantic Rebel: The Story of Nathaniel Hawthorne  
Appleton - 1932

\*Hawthorne, Hildagarde  
Post of Granite House: The Story of Henry Wadsworth Longfellow  
Longmans - 1936

\*Hawthorne, Hildagarde  
Happy Autocrat: A Life of Oliver Wendell Holmes  
Longmans - 1938

\*Hart, Albert Bushnell  
Colonial Children  
Macmillan - 1905  
Some early and authentic accounts of the Indians as well as the colonists.

\*Gutchen, Frederick  
Boston and Her Story  
Heath - 1931  
History and description of Boston and Boston landmarks



Alison and her twin Gavin run away from their guardians in England to search for their older brother in colonial Boston.

- Humphrey, Grace      Father Takes Us to Boston  
Penn - 1928  
Visiting Boston on a sight-seeing tour.
- Hunt, Mabel L.      John of Pudding Lane  
Stokes - 1941  
A story of eighteenth century Boston and of the family of Thomas Fleet and of Grandmother Goose
- Judson, Clara      Donald McKay: Designer of Clipper Ships  
Scribner - 1943  
The story of the famous ship-builder of East Boston.
- Kent, Louise A.      In Good Old Colony Times  
Houghton - 1941  
Early life in Boston. A story-book record of all its "firsts."
- \*Kiser, Martha      Sylvia Sings of Apples  
Longmans - 1945  
Older girls will enjoy the story of Sylvia, an aspiring poet and of Boston at the time of Hawthorne and of Holmes.
- Knipe, Emilie      Maid of '76  
Macmillan - 1915  
Boston at the time of the Revolution.
- McClintock, Marshall      Story of New England  
Harper - 1941  
A picture book of the people and of the towns of New England.
- McCloskey, Robert      Make Way for Ducklings  
Viking - 1941  
An amusing picture of the duck family who held up traffic on their way to their new home in Boston's Public Gardens.
- Moses, Belle      Paul Revere, the Torch Bearer of the Revolution  
Appleton - 1916
- Otis, James      Ruth of Boston  
American - 1910  
An entertaining and instructive account of toil and of privation of colonial times.
- Pace, Mildred M.      Early American: The Story of Paul Revere  
Scribner - 1940



- Face, Mildred M. Early American: The Story of Paul Revere  
Scrivner - 1940
- Otis, James Ruth of Boston  
American - 1910  
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- Moses, Belle Paul Revere, the Torch Bearer of the Revolution  
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- Humphrey, Grace Father Takes Us to Boston  
Farr - 1938  
Visiting Boston on a sight-seeing tour.
- Alison and her twin Gavin run away from their guardians in England to search for their older brother in colonial Boston.



- Parker, Beryl and McKee, Paul  
Highways and Byways  
Mifflin - 1938  
In the section "Work of Skillful Hands," the references to the making of books is valuable. All of the section "Working Together" may be used.
- Perry, Arthur C. and Price, Gertrude A.  
American History First Book  
American - 1930  
A textbook used for teaching the periods of history from the discovery of America to the Revolutionary War.
- Philbrook, Elizabeth Far from Marlborough Street  
Viking - 1944  
Adventure and mystery await ten-year-old Nancy Wadsworth as she sets out alone on a stagecoach trip from Boston to Springfield in 1793.
- Prescott, Della R. A Day in a Colonial Home  
Jones - 1921  
A simple story showing the importance of family life.
- Robinson, Gertrude Sons of Liberty  
Dutton - 1941  
The grandson of a Maine pioneer helps Paul Revere in the struggle for independence.
- Rieseberg, Harry E. "Treasure Hunters, Inc."  
Science and Mechanics  
The story of the diving bell from the days of Sir William Phips' diving tub to the new salvage dry dock.
- Rogers, Frances and Beard, Alice  
Paul Revere, Patriot on Horseback  
Stokes - 1943
- Rose, Grace Ports of the Past  
Harcourt - 1941  
Stories of the seaports of New England.
- Southworth, Gertrude Van Duyn  
A First Book in American History with European Beginnings  
Appleton - 1921  
Excellent reference book for children.
- Tappan, Eva M. Letters from Colonial Children, Houghton Mifflin Company  
Boston - 1903.
- White, Eliza O. A Little Girl of Long Ago  
Houghton - 1899  
Marietta lived on Beacon Hill several generations ago.



White, Elias C. A Little Girl of Long Ago  
Houghton - 1899  
Narrator lived on Beacon Hill several generations ago.

Tappan, Eva M. Letters from Colonial Children, Houghton Mifflin Company  
Boston - 1903.

Southworth, Gertrude Van Dusen  
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Bruner, Herbert B. editor-in-chief

Compton's Pictured Teaching-Unit Material

Life in the American Colonies and

Compton's Pictured Encyclopedia

F. E. Compton and Co. - 1935

McLaughlin, E. V. editor-in-chief

The Book of Knowledge The Children's Encyclopedia

The Grolier Society Inc. - 1945

11 min.

"This film gives a picture of a colonial family's day from the morning chores and breakfast to the reading of the Scriptures by the fireman in the evening. It gives in detail how furnishings, clothing, customs, and events with conversation by the cast."

May be used advent. at Junior High School level.

"An entertaining film for grammar school children." Calif.

### Early Settlers of New England (See. studies ser.)

11 min. 16-21 - 810 1940 F&F 975.2

Recreates the life of Salem's hardy pioneers about 1620. Types of people; the proximity of their bare wigwags and dugouts to the sea-shore; their direct dependence upon the sea and the land for food; the need of mutual assistance; division of labor; care of the sick; problems of crop cultivation; relationships with England and the background background of Am. Democracy are portrayed.

### Puritans of Mass. Colony

11 min. 16-21 - 810 1940 F&F 975.2

The commentator speaks of the grimness of some of the customs of the puritan period, and then we see a map locating the Mass. Bay Colony; as he tells of its origin and gives some points of the history.

We then see actual scenes in the daily life of the people such as the governor and his assistants, speech making, and treatment of strangers. A few years later, more scenes of daily life. A little girl is accused by other children because of her mother's reputation. Methods used to regulate the conduct of every person in the community are shown, using the same erring woman and her child as example. There is a scene in church showing how the congregation was forcibly kept awake if necessary. We see some of the hardships - for instance, caring for the sick in cold weather when the supplies are low. There is a homely scene of women washing clothes by the river. A man is seen in the stock, where he has been put for laughing on the Sabbath. The film closes as the town crier calls, "Nine o'clock and all's well."

### Three Centuries of Massachusetts

30 min. 16-21 - 810; rent \$4.50 1934 F & F

Chapters from American history, prepared and directed by Professor Albert Bushnell Hart of Harvard University who provides a descriptive narrative, telling the story of Mass. from the time of the Pilgrims' landing to the departure of the modern air liner from Boston.

### New England (Form. edition ser.)

12 min. 16-21 - rent \$1.50 Series of 1100

22

McLaughlin, E. V. editor-in-chief  
The Book of Knowledge The Children's Encyclopedia  
The Grolier Society Inc. - 1945

Compton's Pictured Encyclopedia  
Life in the American Colonies and  
Compton's Pictured Teaching-Unit Material  
Bruner, Herbert E. editor-in-chief



OTHER INSTRUCTIONAL AIDSFILMSColonial Children (Primary Grade ser.)

\*11 min. 16 sd \$50 1939 EBF 973.2

"This film provides an authentic reproduction of a colonial family's day from the morning chores and breakfast to the reading of the Scriptures by the fireside in the evening. It gives in detail home furnishings, clothing, customs, and events with conversation by the cast."

May be used advant. at Junior High School level.

"An entertaining film for grammar school children." Calif.

Early Settlers of New England (Soc. studies ser.)

\*11 min. 16-sd- \$50 1940 FBF 973.2

Reinacts the lot of Salem's hardy pioneers about 1626. Types of people; the proximity of their bark wigwams and dugouts to the sea-shore; their direct dependence upon the sea and the land for food; the need of mutual assistance; division of labor; care of the sick; problems of crop cultivation; relationships with England and the background beginnings of Am. democracy are portrayed.

Puritans of Mass. Colony

2R 16 - sd - \$72; rent \$4 1940 Aud F.

The commentator speaks of the grimness of some of the customs of the puritan period, and then we see a map locating the Mass. Bay Colony; as he tells of its origin and gives some points of its history. We then see actual scenes in the daily life of the people such as the governor and his assistants, speech making, and treatment of strangers. A few years later, some scenes of daily life. A little girl is scorned by other children because of her mother's reputation. Methods used to regulate the conduct of every person in the community are shown, using the same erring woman and her child as example. There is a scene in church showing how the congregation was forcibly kept awake if necessary. We see some of the hardships - for instance, caring for the sick in cold weather when the supplies are low. There is a homely scene of women washing clothes by the river. A man is seen in the stock, where he has been put for laughing on the Sabbath. The film closes as the town crier calls, "Nine o'clock and all's well."

Three Centuries of Massachusetts

30 min. 16 - sd - \$108; rent \$4.50 1934 B & H

Chapters from American history, prepared and directed by Professor Albert Bushnell Hart of Harvard University who provides a descriptive narrative, telling the story of Mass. from the time of the Pilgrims' landing to the departure of the modern air liner from Boston.

New England (Forum edition ser.)

12 min. 16 - sd - rent \$3.50 March of time



# OTHER INSTRUCTIONAL AIDS

## FILMS

Colonial Children (Primary Grade ser.)  
 \*11 min. 16-20 1939 RFR 973.2  
 "This film provides an authentic reproduction of a colonial family's day from the morning chores and breakfast to the reading of the Scriptures by the father in the evening. It gives in detail home furnishings, clothing, customs, and events with conversation by the cast."  
 May be used advantage at Junior High School level.  
 "An entertaining film for grammar school children." Calif.

Early Settlers of New England (Sec. studies ser.)  
 \*11 min. 16-20 1940 RFR 973.2  
 Retrace the lot of Salem's hardy pioneers about 1630. Types of people; the proximity of their dark wigwags and dangers to the sea; shore; their direct dependence upon the sea and the land for food; the need of mutual assistance; division of labor; care of the sick; problems of crop cultivation; relationships with England and the background beginning of Am. democracy are portrayed.

Puritan of Mass. Colony  
 2R 16-20 1940 And T. 973.2  
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Three Centuries of Massachusetts  
 30 min. 16-20 1934 R & B 973.2  
 Chapters from American history, prepared and directed by Professor Albert Bushnell Hart of Harvard University who provides a descriptive narrative, telling the story of Mass. from the time of the Pilgrims' landing to the departure of the modern air liner from Boston.

New England (Forum edition ser.)  
 12 min. 16-20 1935 March of time



71.  
Not only gives the N. Eng. background, but also examines the N.E. of today. N.E.'s industrial economy includes diversified, top technological industries - plastics, radio, radar, and rubber.

Defense Against Invasion

10 min. 16 - sd - loan 1943 OIAA

Walt Disney, through animation and actual photography, explains how vaccination makes the body immune from disease.

Protecting Our Country from Plagues (Harbor activity ser.)

15 min. 15 - si - \$24 1939 Frith

One "of" eight reels making up the Harbor Activities Series (which) is one of the finest individual films...are separate units and can be used separately. However the eight make a fine series of films on a very important topic that is passed over too lightly in our schools. Photography, superb; titles, clever both from a technical and pedagogical viewpoint.

Men of Medicine (Form edition ser.)

\*20 min. 16 - sd - apply 1945 March of time

"America's 165,000 doctors had to spend an average of 10 yrs. and \$15,000 in learning their profession. "This edition of the March of Time singles out a typical doctor, follows him through this painstaking period of training, tells how he feels when he receives his first fee, makes his first call, performs his first operation." Films world

Anesthesia (Pete Smith specialty ser.)

1 R 16 - sd - apply T.F.C.

A Metro-Goldwyn-Mayer production available only to schools.

This is the story of the discovery of anesthetics and their application to medicine. It has several comic interludes... The picture touches on modern facial operations and eye surgery. (recommended for j.h. gen. sci. courses)

New Schools for Old (March of Time)

10 min. 16 - sd - sh rent c \$1.50 adult MMA

Contrasts the little red schoolhouse, its methods and results, with the modern classroom and the effects of new techniques.

Child Went Forth

20 min. 16 - sd- \$72 rent \$3 1942 Bra F

el - jh - sh - c - adult.

Deals with children from two to seven, showing them in activities designed to cultivate self-reliance and independence. In close contact with nature in conditions as primitive as is consistent with safety, the children learn how to live with one another, learn self-discipline, learn how to build things and to develop their creative instincts.

\* Outstanding film



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10 min. 16 - ad - rent c \$1.50 adult MIA  
Contrasts the little red schoolhouse, its methods and results, with the modern classroom and the effects of new techniques.

#### Child Went Forth

20 min. 16 - ad - \$75 rent \$3 1942 Bnt F  
61 - 16 - c - adult.  
Deals with children from two to seven, showing them in activities designed to cultivate self-reliance and independence. In close contact with nature in conditions as primitive as its counterpart with safety, the children learn how to live with one another, learn self-discipline, learn how to build things and to develop their creative instincts.

Outstanding film



THIS PAGE

Directions: On the line in front of the number, write I if the statement is true. Write F if the statement is false.

E B F      Encyclopaedia Britannica Films Inc.,  
20 N Wacker Dr., Chicago 6, Ill.

YALE      Yale University Press Films Service,  
386 Fourth Ave., New York City, 16.

B & H      Bell & Howell Co.,  
1801-1815 Larchmont Ave., Chicago 13, Ill.  
30 Rockefeller Plaza, N.Y. City 20.  
716 N. Labrea Ave., Hollywood, California  
1221 G St., N.W., Washington, D.C.

Aud F      Audio-Film Libraries  
656 Bloomfield Ave., Bloomfield, N.J.

T F C      Teaching Film Custodians, Inc.,  
25 W. 43rd St., New York City 18.

O I A A      Apply to distributors carrying the symbol  
O. There is no longer a central office.

Bra F      Brandon Films, Inc.,  
1600 Broadway, N.Y. City 19.

Bos U      Boston University School of Education  
Division of Teaching Aids  
84 Exeter St., Boston 16, Mass.

Academic      Academic Film Co., Inc.  
1650 Broadway, N.Y., City 19.

March of Time      March of Time  
369 Lexington Ave., N.Y. City

M M A      Museum of Modern Art Film Library  
11 W. 53rd St., New York City

Encyclopaedia Britannica Film Inc., 20 N Wacker Dr., Chicago 6, Ill.	E B F
Yale University Press Film Service, 386 Fourth Ave., New York City, 16.	YALE
Beil & Howell Co., 1801-1815 Laramont Ave., Chicago 13, Ill. 30 Rockefeller Plaza, N.Y. City 20. 716 N. LaBrea Ave., Hollywood, California 1221 G St., N.W., Washington, D.C.	B & H
Audio-Film Libraries 656 Bloomfield Ave., Bloomfield, N.J.	And F
Teaching Film Consultants, Inc., 22 W. 43rd St., New York City 18.	T F C
Apply to distributors carrying the symbol E. There is no longer a central office.	O I A A
Brandon Films, Inc., 1600 Broadway, N.Y. City 19.	Br F
Boston University School of Education Division of Teaching Aids 84 Baxter St., Boston 16, Mass.	Bos U
Academic Film Co., Inc. 1650 Broadway, N.Y. City 19.	Academic
March of Time 369 Lexington Ave., N.Y. City	March of Time
Museum of Modern Art Film Library 11 W. 53rd St., New York City	M M A



# TRUE-FALSE

Directions: On the line in front of the number, write I if the statement is true. Write F if the statement is false or not true.

Sample:

- \_\_\_\_\_ 1. The Puritans went to church regularly.
- \_\_\_\_\_ 2. The colonists built their ships of steel.

- 
- \_\_\_\_\_ 1. The Puritans founded a colony where they could worship God in their own religion.
  - \_\_\_\_\_ 2. Landless English farmers were glad to come to New England.
  - \_\_\_\_\_ 3. The king gave fewer rights to the people of Massachusetts Bay than to any other English colonists.
  - \_\_\_\_\_ 4. The soil of New England was fertile.
  - \_\_\_\_\_ 5. New England had many large plantations.
  - \_\_\_\_\_ 6. The colonists had to make clearings for their homes and farms.
  - \_\_\_\_\_ 7. The New England settlers were lazy lovers of gold.
  - \_\_\_\_\_ 8. The colonists learned that there was work for every one and nothing for those who would not work.
  - \_\_\_\_\_ 9. The colonists brought cattle and agricultural tools with them.
  - \_\_\_\_\_ 10. The friendly Indians discouraged the colonists in their plans for conquering the wilderness.
  - \_\_\_\_\_ 11. The colonists set apart tracts of land for common pastures.
  - \_\_\_\_\_ 12. Fresh fish was used for trade in foreign ports.
  - \_\_\_\_\_ 13. The General Court protected the fisheries because fish was scarce.
  - \_\_\_\_\_ 14. Fishermen and shipwrights were excused from being soldiers.
  - \_\_\_\_\_ 15. Fishing is no longer important in New England.
  - \_\_\_\_\_ 16. Farmer boys liked their work so well that they wouldn't become fishermen.
  - \_\_\_\_\_ 17. Shipbuilding grew because of the poor soil.
  - \_\_\_\_\_ 18. The first ship built in Massachusetts was the Arbella.

# TRUE-FALSE

Directions: On the line in front of the number, write I if the statement is true. Write F if the statement is false or not true.

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17. Shipbuilding grew because of the poor soil. \_\_\_\_\_

18. The first ship built in Massachusetts was the Arbella. \_\_\_\_\_



- \_\_\_\_\_ 19. The first ship launched in Massachusetts was for coastwise trade.
- \_\_\_\_\_ 20. Whaling was the most dangerous and picturesque industry of any age.
- \_\_\_\_\_ 21. Wealthy colonists used candlewood for light.
- \_\_\_\_\_ 22. Whale oil was an important export of Boston in colonial days.
- \_\_\_\_\_ 23. The roads the colonists built were as lasting as the Roman roads.
- \_\_\_\_\_ 24. Foreign trade from New England dealt in rice and tobacco.
- \_\_\_\_\_ 25. Boston was a gateway to the interior in colonial times as well as today.
- \_\_\_\_\_ 26. Iron ware, lumber, and glass were carried inland on barges and bark canoes.
- \_\_\_\_\_ 27. The New England colonists had nothing to do with slaves since their farms were so small.
- \_\_\_\_\_ 28. The Navigation Act of 1651 said that all colonial trade should be carried on in ships built and owned in England or in her colonies.
- \_\_\_\_\_ 29. The Charter was taken away by the king because of differences in religion.
- \_\_\_\_\_ 30. The early colonists believed that the Pacific Ocean was on the other side of the Berkshire Hills.
- \_\_\_\_\_ 31. Scarcity of skilled workers was a handicap to manufacturing in colonial days.
- \_\_\_\_\_ 32. Piracy, privateering, and smuggling were the dangers of the high seas.
- \_\_\_\_\_ 33. Manufacturing grew in the colony because of the excellent iron ore nearby.
- \_\_\_\_\_ 34. In colonial days no one realized that the colonists would some day threaten English trade.
- \_\_\_\_\_ 35. When manufacturing became important in New England, the people gave up the home industries.
- \_\_\_\_\_ 36. The craftsmen in the towns kept shops for the exchange of goods for farm products.
- \_\_\_\_\_ 37. Peddlers made shoes, built carts and wove linen or woolen cloth on the family loom.

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37. Peddlers made shoes, built carts and wove linen or woolen cloth on the family loom.



- \_\_\_\_\_38. The children helped by gathering bayberries and spinning wicks.
- \_\_\_\_\_39. Braided and hooked rugs, handwoven curtains and counterpanes, pieced quilts and candlewick spreads show the thrift, patience and skill of colonial women.
- \_\_\_\_\_40. Mattresses were made of hair in colonial days.
- \_\_\_\_\_41. The salt marshes supplied thatching for the roofs of early colonial homes.
- \_\_\_\_\_42. Chimneys were made of buck at first.
- \_\_\_\_\_43. Glass was used for windows in log cabins.
- \_\_\_\_\_44. Civilized people were bound to improve living under primitive conditions.
- \_\_\_\_\_45. The hymns that the Puritans sang were musical.
- \_\_\_\_\_46. The church services were the same as they are today.
- \_\_\_\_\_47. The real recreation of the colonists was the feasts and the fun after the work of helping his neighbor was finished.
- \_\_\_\_\_48. Homespun, buckskin, and fur were worn by all the colonists.
- \_\_\_\_\_49. The Indians taught the colonists how to make fast color dyes from roots and berries.
- \_\_\_\_\_50. Even though it was hard labor to make materials in those days, the colonists used large amounts in their clothes.

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50. Even though it was hard labor to make materials in those days, the colonists used large amounts in their clothes.



## LESSONS TO BE LEARNED

1. Some of the monuments of Boston are a splendid tribute to the zeal of thoughtful settlers who worked with charity in their hearts for the insuring of justice for the Indians.
2. Over three hundred years of dealing with the Indians have proved to the people of our country that Indians can be educated and influenced for good through brotherly love.
3. Sam Olin held that it was no crime to exploit savages were brought to justice by the General Court who set up laws to protect the Indians.
4. Ignorance and lack of experience were responsible for much of the weakness in the treatment of the Indians, while serious men of vision left a shining page in our history through their kindness and missionary zeal.

## UNIT III THE INDIANS AND THE NEGROES

5. In the age of the slave, the sons of wealth and of high position turned to the black slaves to plead for the freedom of the slaves.
6. Although most of the people of the North did not employ negro slave labor, some of them profited from the slave trade.
7. A gifted, promising son of Boston, in a youthful dedication to a noble cause, sacrificed his life while leading negro troops in the Civil War.
8. Attitudes of open-mindedness, of fairness, and of tolerance have been championed and still are being championed in the "Cradle of Liberty."
9. The Civil War did not solve the negro problem in America, because in industry negroes are often looked upon as an economic threat.
10. The children of Boston owe it to their illustrious forefathers to keep alive the torch of freedom by observing the principles of the Golden Rule.

UNIT III THE INDIANS AND THE NEGROES



### UNDERSTANDINGS TO BE DEVELOPED

1. Some of the monuments of Boston are a splendid tribute to the zeal of thoughtful settlers who worked with charity in their hearts for the insuring of justice for the Indians.
2. Over three hundred years of dealing with the Indians have proven to the people of our country that Indians can be educated and influenced for good through brotherly love.
3. Men who held that it was no crime to exploit savages were brought to justice by the General Court who set up laws to protect the Indians.
4. Ignorance and lack of experience were responsible for much of the weaknesses in the treatment of the Indians, while serious men of vision left a shining page in our history through their kindness and missionary zeal.
5. In an age in which slavery was accepted by society, men of wealth and of high position dared to use their talents to plead for the freedom of the slaves.
6. Although most of the people of the North did not employ negro slave labor, some of them profited from the slave trade.
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### OVERVIEW

America has had to face the problem of the adjustment of various racial groups, because of being a "melting pot." From the very earliest colonial days, Boston was faced with the responsibility of fair treatment for the Indians. In the monument to John Eliot may be found the ideal picture of pure democracy at work in the efforts of the kindly minister for the spiritual and for the material improvement of the Indians. A memorable symbol of the dignity of the human soul of the Red Men is permanently recorded in "The Appeal to the Great Spirit." The generous part the negro has played in the growth of America even from colonial days is immortalized in the statue of Crispus Attucks. The monument of Wendell Phillips recalls the champion of freedom returning to the Cradle of Liberty, the haven of free speech, where his eloquence transformed him into a crusader. As an instrument for the portrayal of the flame of youthful idealism, patriotism, and self-sacrifice, the inspiring monument of Robert Gould Shaw leading his negro troops in the Civil War is unique perfection. With a deepened realization of the far reaching influences of their forefathers, there should be awakened in the child an accompanying zealous desire to fulfill his historic destiny in the development of a world peace based on love of God and on understanding, respect, and good will for His creatures who are the people of all nations.



## INTRODUCTION

America has had to face the problem of the adjustment of various racial groups, because of being a melting pot. From the very earliest colonial days, Boston was faced with the responsibility of fair treatment for the Indians. In the movement to form a free state, the idealism of pure democracy at work in the efforts of the kindly abolition for the spirit and for the federal government of the Indians. A memorable symbol of the dignity of the human soul of the red man is permanently recorded in the report to the Great Spirit. The yearning heart the negro has played in the growth of America ever from colonial days is manifested in the statue of Crispus Attucks. The movement of General Phillips would be a champion of freedom leading to the Castle of Liberty, the haven of free speech, where his eloquence transformed his life into a crusade. An adjustment for the history of the flame of youthful idealism, patriotism, and self-sacrifice, the inspiring monument of Robert Gould Shaw leading his negro troops in the Civil War is another perfection. With a deepened realization of the far-reaching influence of their forefathers, there should be awakened in the child an accompanying solemn desire to fulfill his glorious destiny in the development of a world peace based on love of God and on understanding, respect, and good will for his neighbor who are the people of all nations.



# INTRODUCING THE UNIT

1. From some current problem on intergroup relationship, lead the children to realize that Boston has faced the same problems from the earliest days of its history. An interest should be aroused on how the right minded citizens of Boston treated the Indians and the Negroes.
2. Build a list of characteristics of a good American under the following headings: How He Feels      How He Acts
3. Place around the room pictures of the statues and of the men to be studied in the unit. Encourage discussion of the pictures.
4. Plan for the observance of Brotherhood Week.
5. Read "The Young Citizen's Creed" by Mary MacDowell. Discuss its implications and the responsibilities of each child if he is to live up to the creed.
6. Have a class discussion under the following headings:

How do they decide in whose memory a memorial is to be built?

What other kinds of memorials are there besides statues such as, "The Living Flame Memorial?"

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 What other kinds of memorials are there besides statues such as, "The Living Flame Memorial?"



### ACTIVITIES

1. Divide the class into four committees to obtain information about Indian life in colonial New England, about John Eliot, about Negroes, and Faneuil Hall. Each child should be working in the group in which his greatest interest lies. The chairman of each group should be given a report of the findings of his committee as a result of skimming. Working as a group with the chairman as leader, the following outline of the information to be obtained may be used:
  - I Brief historic background
  - II The specific problems which the leaders or which the group faced
  - III The definite method used in solving the problem
  - IV Attitude of the people of Boston toward these groups in colonial times
  - V Contributions toward proper intergroup relation
  - VI Ways in which children may promote understanding, respect, and good will.
2. Make bibliography cards and take notes as you read. When your reading is finished, you may organize your notes under the proper headings.
3. Write a diary of a week in John Eliot's life.
4. Make a chart comparing the travel time from Boston to Natick in colonial days and in modern times. In the margin, paste pictures showing means of transportation then and now.
5. Paint pictures of the dramatic episodes in the life of John Eliot as the Apostle of the Indians.
6. From a single list given to you by the teacher, make two lists under the headings, Indians and Colonists. Place each word in the correct column.
7. Dramatize a scene showing the part the Indians played in the King Philip's War.
8. Gather pictures and stories to show the effect of the work of the missionaries in World War II.
9. List all the Indian names used in Boston, such as Shawmut, Chickatabut. Try to find out the meaning of the word in English or the reason for its historic importance.
10. After reading the story of "The Two Brass Kettles," plan the number of scenes needed in making a play. Give an impromptu dramatization of



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10. After reading the story of "The Two Brass Kettles," plan the number of scenes needed in making a play. Give an impromptu dramatization of



the story.

11. Make a list of all the things used by the Indians and another list of all the things used by the colonists in trading.
12. On an outline map of the United States, letter the names of the important tribes of Indians in their correct location.
13. Study the life of Cyrus Dallin and the message of the statue, "The Appeal to the Great Spirit."
14. Read parts of "The Song of Hiawatha" by Henry W. Longfellow.
15. Make a model of a stockade, of a blockhouse, or of a fort used in colonial days.
16. Dress dolls as Indians.
17. Make a collection of Indian symbols and picture writing.
18. Look up stories of Indian myths and legends. Prepare a report on your favorite.
19. Learn an Indian dance.
20. Write a letter to the Bureau of Indian Affairs for information about the federal program for improving living conditions for the Indians.
21. Listen to a recording of the "Indian Suite" by Edward MacDowell.
22. Allow the children to play piano selections about Indians by Edward MacDowell.
23. Make up ten groups of words as subject of sentences and ten groups of words as predicates. Put them in the box prepared for this work so that they may be used for a language game.
24. Make a poster showing the methods of communications between Washington, D. C. and Boston in the days of Wendell Phillips and now. Pictures from advertisements in old magazines may be used for illustrations.
25. Dramatize a scene in Faneuil Hall with Wendell Phillips pleading the cause of the Negro.
26. From the many poems in the books listed in the Children's Bibliography, choose one that could be used in connection with this unit. Find a picture to illustrate a line or lines in the poem.
27. Dramatize the administering of the Freeman's Oath in Faneuil Hall.



27. Dramatize the administering of the Freeman's Catch in Faneuil Hall.
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28. From the life of Abraham Lincoln, make a collection of references to slavery.
29. Read the stories about Robert E. Lee and Ulysses S. Grant. Make two lists of ways these two men were alike and ways they were different.
30. Tell how Admiral Farragut, whose statue overlooks the harbor at South Boston, helped in freeing the slaves.
31. Pretend you are a Wendell Phillips of your day. Prepare a short speech to be delivered in Faneuil Hall on a fitting memorial in Boston for the veterans of World War II.
32. Study the life of Augustine St. Gaudens, the sculptor.
33. Give reasons why Robert Gould Shaw was worthy of having one of the most inspiring memorials created in his memory.
34. Review the life of Eli Whitney and tell how his invention was connected with slavery. Can you see any comparison between the problem of the cotton gin and the problem of the atomic bomb?
35. Sing the songs which Stephen Collins Foster wrote such as "Old Folks at Home," "Oh, Susannah," "My Old Kentucky Home," and "Old Black Joe." Most of these songs appear on the cumulative list.
36. Allow the children to play piano selections by Stephen Collins Foster.
37. Read the life of Booker T. Washington or of George Washington Carver to find out how they overcame obstacles in their lives. What obstacles have you overcome in your life and what plans are you making to conquer those obstacles which you foresee?
38. Julia Ward Howe was the editor of "The Boston Commonwealth," an anti-slavery journal. Sing "The Battle Hymn of the Republic."
39. Add to Who's Who not only the men of Boston who contributed to the fame of our nation but also the men of the nations who helped the Indians and the Negroes.
40. Add to the Picture Library pictures of places and events connected with the lives of these men.
41. Prepare legends for the pictures collected.
42. Plan a telephone call to the information center of the Museum of Fine Arts to arrange for a field trip. Be sure you know exactly what information you wish to receive.
43. Write to the Children's Museum for the delivery of the collection on Indians.



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28. From the life of Abraham Lincoln, make a collection of references to slavery.



44. Add to the Time Line, the dates of King Philip's War, of the Boston Massacre, of the invention of the cotton gin and of the Civil War.
45. Plan a game by having members of the class impersonate and tell interesting facts about important persons, places or things mentioned in the unit. The child who guesses the most wins the game.
46. Study advertisements in magazines and newspapers. Bring outstanding clippings to school. Make an advertisement which tells of some interesting places or statue connected with the unit.
47. Complete a Unit Word List containing words that have particular significance for this unit:

abolish	fugitive	portal
animated		prejudice
audience	gallery	probe
	genial	prophecy
blemish	good will	
brigade		ransom
bunting	hectic	reconciliation
	herald	reconstruction
caisson	host (whole army)	
career		slavery
charity	illustrious	stockade
circulate	impulse	
competition	irate	tribute
crisis		turmoil
crucial	journal	
	justice	unification
debate		
determination	lauded	victim
discriminate	lecture	vigilant
dispute	malice	
	martial	wounds
editorial		
eliminate	narrative	
escort	opinion	
exploited	orator	
exposure	oust	

48. Study the following words taken from the Boston Word List (Revised) 1941:

address	crime	exclamation
attack	decide	express
bargain	defend	false
celebrate	deny	fame
certain	disgrace	idea
charity	easily	include
cheerful	equal	locate

44. Add to the Time Line, the dates of King Philip's War, of the Boston Massacre, of the invention of the cotton gin and of the Civil War.

45. Plan a game by having members of the class imitate and tell interesting facts about important persons, places or things mentioned in the unit. The child who guesses the most wins the game.

46. Study advertisements in magazines and newspapers. Bring outstanding clippings to school. Make an advertisement which tells of some interesting places or status connected with the unit.

47. Complete a Unit Word List containing words that have particular significance for this unit:

abolish	fugitive	portal
amused	gallery	prejudice
audience	genial	probe
blamish	good will	prophecy
bride	hectic	reason
bending	herald	reconciliation
casual	host (whole army)	reconciliation
career	illuminations	slavery
charity	impulse	stockade
circulate	irate	tribute
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crisis	justice	unification
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location

memory

merit

message

occasion

opposite

pardon

persuade

prefer

regard

remark

remind

separate

special

warrior

strength

subject

trial

union

unite

victim

victory

1. John Eliot followed Thomas Morton to Boston a year after the school in which they taught was burned down when Morton fell under the displeasure of Lawrence, Archbishop of Canterbury?
2. The stern Puritans of Boston loved their new minister, John Eliot, but he kept his promise to his friends who had arrived from England and went to Roxbury to make a settlement?
3. A young Indian lived in John Eliot's house to teach him the language of the Algonquians?
4. John Eliot was not satisfied that preaching alone would raise the Indians from their wretched conditions, so he made a grammar to be used in writing the language as well as translating the Bible?
5. The weekly trip from Roxbury to Natick on a horse laden with comforts for the Indians and goods for their children was a labor of love?
6. John Eliot not only faced the danger of capture and of torture, but he was opposed by Indian chiefs and by some of the settlers who believed no good could be gained by teaching the Indians?
7. Some Puritans who believed there was nothing criminal in stealing from the Indians were compelled by Governor Winthrop to make full restitution to Chickatabut in addition to the paying of a fine?
8. The colonists were forbidden to buy goods from the Indians without the consent of the magistrates?
9. Although, the Englishmen paid the Indians for the land they were crowding the red men out of their hunting and fishing grounds leaving them no place to go because the land to the west belonged to other tribes?
10. Not all the settlers wished to push the Indians back away from the coast as is evidenced in Captain Daniel Gookin's proposal that the Indians, especially the children and youth, be taught to speak, read and to write the English language?
11. Allowing the Indians to serve as apprentices and getting up free schools to teach them to read and write English was the joint proposal of John Eliot and Daniel Gookin to the honored commissioners of the United Colonies?

strategy  
subject  
trial  
union  
unite  
victim  
victory

permanence  
prefer  
regard  
remark  
raining  
separate  
special  
warrior

location  
memory  
merit  
message  
occasion  
opposite  
portion



SUGGESTED EVALUATIONS

Do the children understand that:

1. John Eliot followed Thomas Hooker to Boston a year after the school in which they taught was broken up when Hooker fell under the displeasure of Laude, Archbishop of Canterbury?
2. The stern Puritans of Boston loved their new minister, John Eliot, but he kept his promise to his friends who had arrived from England and went to Roxbury to make a settlement?
3. A young Indian lived in John Eliot's home to teach him the language of the Algonquins?
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## SUGGESTED EVALUATIONS

Do the children understand that:

1. John Eliot followed Thomas Hooker to Boston a year after the school in which they taught was broken up when Hooker fell under the displeasure of James, Archbishop of Canterbury?
2. The stern Puritans of Boston loved their new minister, John Eliot, but he kept his promise to his friends who had arrived from England and went to Roxbury to make a settlement?
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11. Allowing the Indians to serve as apprentices and setting up free schools to teach them to read and write English was the joint proposal of John Eliot and Daniel Gookin to the honored commissioners of the United Colonies?



12. The Indians had become angered by the praying Indians who had separated from them and who had imitated the white men?
13. The Indians were displeased with the custom of the white men's courts in fining or in punishing them for misdemeanors?
14. As a result of trade with the Dutch, the French, and even the English, the Indians had become armed with the muskets which they handled with excellent marksmanship?
15. During the King Philip's War, the Indians massacred or burned towns, but many of the praying Indians helped the white men in their battle against the red men?
16. John Eliot protested the sale of captive Indians as slaves?
17. After John Eliot's death, an Indian missionary tried to carry on, but without the authority of the white people, he was unsuccessful?
18. From 1776-1870 was called "the century of dishonor" in regard to the white man's attitude toward the Indians?
19. Due to local greed, the Indians were robbed of their land without much opportunity of obtaining justice from the Government?
20. In 1887 under the Dawes Act the Indians were given the privilege of citizenship under certain conditions?
21. The Bureau of Indian Affairs under the Department of the Interior has improved the general living conditions of the Indians?
22. Many missionary societies recognizing the strong religious feeling among Indians are working to bring Christianity to them?
23. The Appeal to the Great Spirit by Cyrus Dallin symbolizes the Indian broken and conquered, the member of a vanishing race, turning with supreme forth to the Great Father?
24. There were few African slaves in New England, because they couldn't do the skillful tasks of the northern farmer?
25. Even if the farmers could feed them during the long winter the slaves couldn't endure the cold in the rude shanties?
26. The Freeman's Oath, which is administered each spring at Faneuil Hall, reflects the integrity of the early colonists and emphasizes the responsibility of the voter for the common good?
27. While African slaves were not common in New England there was a system of indentured servants whose services were sold for a term of years?



12. The Indians had become angered by the praying Indians who had separated from them and who had imitated the white man?
13. The Indians were displeased with the custom of the white men's courts in fining or punishing them for misdemeanors?
14. As a result of trade with the Dutch, the French, and even the English, the Indians had become armed with the muskets which they handled with excellent workmanship?
15. During the King Philip's War, the Indians massacred or burned towns, but many of the praying Indians helped the white men in their battle against the red men?
16. John Eliot protested the sale of captive Indians as slaves?
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28. Indendured servants worked for their food and shelter receiving a sum of money when their time was up?
29. The feeling of social distinction ran strong in the Massachusetts colony with the well-to-do and well-educated receiving deference as the clergymen and as the government officials?
30. The divisions of rank were as follows: gentlemen, yeomen, (small farmers), merchants, and mechanics?
31. The early descendants considered themselves more aristocratic than those who came later, but the feeling of rank grew less as time went on?
32. Whenever liberty is in danger, Faneuil Hall offers an opportunity for champions of freedom to plead its cause?
33. Wendell Phillips led an indignation meeting in Faneuil Hall tying in his arguments against slavery with the stand the Colonists had taken against taxation in the same hall?
34. The noblest monument in Boston is a high relief by St. Gaudens of Robert Gould Shaw leading his negro troupes to battle in the Civil War?
35. In North Carolina, there is a Shaw University for negro students gratefully dedicated to the Bostonians who fought so bravely in their cause?
36. Robert Gould Shaw is a symbol of ayouth of high promise sacrificing his life for this freedom that is ours?
37. The Thirteenth, Fourteenth, and Fifteenth Amendments gave the negroes the following rights: freedom, citizenship, and suffrage?
38. In spite of the work of organizations and of tolerant citizens, there are many practices toward negroes which are opposed to the principles of democracy?

Have the children grown in:

1. Ability in learning how to select material for a report?
2. Ability in skimming material for needed information?
3. Increased ability in acquiring new words in their vocabularies?
4. Ability to use the textbook intelligently and efficiently?
5. Ability to arrange attractive bulletin board exhibits?



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6. Ability to use reference materials such as dictionaries and encyclopedias?
7. Ability to answer questions that require some interpretation and organization of materials?
8. Increased ability in effective participation as a committee member?
9. Increased ability in reading and in using maps, globes and diagrams?
10. Ability to use card catalog in the library?

Have the children developed:

1. A feeling of open-mindedness, of fairness, and of tolerance?
2. A sympathetic realization that all but the American Indians are either of foreign birth or of foreign extraction?
3. An increased understanding of the fact that all races, colors, and creeds have contributed to the greatness of America?
4. A knowledge that there is good in all groups?
5. A sense of discrimination that will help to make the children glory in the fine achievement of and reject the weaknesses in the story of Boston?
6. A respect for the men of Boston who worked, sacrificed, and gave their lives for the ideal of the equality of man?
7. An inspiration to live and to work at peace with their neighbors?
8. A realization that prejudices are not the result of reasoning?
9. A sense of cooperation that will make the young citizens of Boston translate their admiration into concrete action?
10. A lasting interest in history both current and past, stimulated by a concrete meaningful study of the share Boston has had in shaping our country?

Have the children shown:

Satisfactory achievement on the tests that have been built on the content and on the developmental skills of the unit?



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## UNIT III

BIBLIOGRAPHYBooks Useful for the Teachers

- Beebe, Lucius Boston and the Boston Legend  
 Appleton 1935  
 Using persons, places, and things - some old and some new - the author has given a humanized "character study of the town in terms of reality."
- Drake, Samuel Adams Old Landmarks and Historic Personages of Boston  
 Roberts Brothers 1889  
 All inclusive report of life in Boston from colonial times through the Civil War
- Crawford, Mary C. Old Boston in Colonial Days or St. Botolph's Town  
 Page 1908  
 A genuine appreciation for the noble contributions of the founding fathers and an authentic understanding of the religious persecutions of the day.
- Forbes, Allen and Eastman, Ralph M. Some Statues of Boston  
 State Street Trust Co. 1946  
 The latest and most attractive of the many booklets issued by the State Street Trust Company of Boston
- Shakelton, Robert The Book of Boston  
 Penn Publishing Co. 1916  
 "And if, in writing of the Boston of today, there is mention of the past, it will be because in certain aspects, in certain phrases, the past and the present are inextricably blended."

Reports and Memorial VolumesThe Memorial of Boston

Osgood and Co. 1880

Winson Justin, editor

Four volumes containing several themes treated by those men who had some particular association or may be long acquaintance with the subject.

Considered one of the most authentic histories of Boston.

Volume I The Early and Colonial Periods

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Reference for places not people

Fifty Years of Boston 1930

Comparable to the Winsor Memorial but more recent

Report of the Commission on Marking Historical Sites of the City of Boston

An outstanding report on all the sites not marked up to 1923 with descriptions and reasons for choice.

Avery, Emma L. and Burton, Cassie B.

Emma and Cassie Fifth Tr.

Singer - 1923

A reader containing the story of the statue, "The Appeal to the Great Spirit" and a brief sketch of the life of Cyrus Dallin.

Avery, Emma L. and Lottwell, Frances L. Revised by Burton, Cassie B.

Emma and Frances Sixth Tr.

Singer - 1923

Many of the poems are inspirational. The brief sketch on the life of Augustine Saint Gaudens is helpful.

Baker, Elizabeth W. and Pille, May

Elizabeth Johnson Fifth Grade

Johnson - 1923

Very excellent guides for the children in preparing and evaluating the activities of the unit.

Buckley, Horace M., White, Margaret L. Adams, Alice B., Silvernale, Leslie R.

Mr. Lord and Baker The Road to Safety

American - 1934

The sections entitled "Long Ago and Today" and "Fire and Flame" would be helpful respectively on education and on Radio life.

Burns, Edith

Book of the Year History

Winston - 1922

Good reference material about the following men for readers above grade level:

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Smith - 1942

Excellent as reference in making graphs.

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- \*Armer, L. A.      Waterless Mountain, Longmans  
Green - 1931  
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- Avery, Fannie L. and Burton, Cassie B.  
Prose and Poetry      Fifth Yr.  
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- Baker, Elizabeth W. and Pitts, May  
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- Buckley, Horace M., White, Margaret L. Adams, Alice B., Silvernale, Leslie R.  
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- Burnham, Smith      Hero Tales from History  
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- Egan, Joseph B. Citizenship in Boston  
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A civic reader for use in Boston schools. Although useful, a revision is badly needed to bring material up to date.
- Evans, E. K. Key Corner  
Putnam - 1938  
A good story of Negro children in the rural South. Told with humor and charm. A realistic story rarely told to white children in the North.
- \*Fernald, Helen Jonathan's Doorstep  
Longmans - 1943  
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- Gordy, Wilbur F. Stories of Early American History  
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- \*Hawthorne, Hildegard Poet of Craigie House: The Story of Henry Wadsworth Longfellow  
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- \*Hawthorne, Hildegard The Miniature's Secret  
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- \*Hawthorne, Nathaniel The Whole History of Grandfather's Chair  
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The fireside chair is the medium and connecting link used to tell the history of New England from 1620-1803.



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- \*MacDonald, Zillah      Flower of the Fortress  
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- \*Macgregor, F. D.      Twentieth Century Indians  
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- Manly, John M. Rickert, Edith and Leubrie, Nina  
                         Good Reading      Sixth Reader  
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The sections on "New Lights on Old Heroes" and "The Boy Makes the Man" should be valuable to readers above grade level even though the book is old.
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Fine reference with much material on colonial Boston.

Stone, Gertrude and Fickett, M. Grace

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Well written stories which should appeal to children.

Tharp, Louise

A Sounding Trumpet

McBride - 1944

The story of Julia Ward Howe, the famous humanitarian, who lived in South Boston.

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Story of Tecumseh

Farrar - 1942

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Witty, Paul, Bringham, Ursula and Nolen, Barbara

The Brave and Free

Heath - 1942

A reader with four stories about the Puritans and five stories about Indians for children reading on or above grade level.

Woodburn, James A. and Moran, Thomas F.

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# OTHER INSTRUCTIONAL AIDS

## FILMS

### Pilgrim Fathers

20 min. 16-sd- \$72 rent \$3 1941 B & H  
 "American visitor to relatives in Eng. is asked by children to tell a story - he obliges with a tale of the Pilgrims, once persecuted in their own town, and their course to America, where they laid the foundations of representative government in their Mayflower compact, and lived at peace with their Indian neighbors."

### Dixie (Chronicle of Am. photoplays ser.)

45 min. 16 - si - rent \$6 1924 Yale  
 Depicts the experiences of a typical southern family behind the lines, from the time its men ride off to War until the final months of the struggle. Reveals especially the heroic part played by the women of the Confederacy and the position and attitude of the slaves. It ends with a recreation of Appomatox when General Lee, representing the unbroken spirit of the South, meets with Gen. Grant and terms of surrender are arranged.

### \*Perfect Tribute

2 R 16 - sd - apply TFC  
 A Metro-Goldwyn-Mayer production available only to schools.  
 "A dramatization based on "The Perfect Tribute," a story by Mary Shipman Andrews... The presentation is vivid and effective. It clearly reveals the spirit of Lincoln and his attitude toward the South. Highly recommended for classes in American history, grades 4 through 9. Advisory Committee.

### Americans All (Form edition ser.)

\*20 min. 16 - sd - \$3.50 1945 March of time.  
 "A study of the vital problems with which many U.S. communities are concerned today: how to prevent racial and religious intolerance. The film is an honest presentation of intolerance as a menace to American liberty.  
 "Discrimination is graphically shown but the emphasis is on the practical, constructive effort to prevent such discrimination as exemplified by the now famous Tolerance Plan of the Springfield, Mass., Public Schools." Educational screen.

\* Outstanding Films



# OTHER INSTRUCTIONAL AIDS

## FILMS

### Pilgrim Fathers

20 min. 16-24- \$72 Rent \$3 1941 B&H  
"American visitor to relatives in England is asked by children to tell a story - he obliges with a tale of the Pilgrims, once persecuted in their own town, and their course to America, where they laid the foundations of representative government in their Mayflower compact, and lived at peace with their Indian neighbors."

### Dixie (Chronicle of Am. photography ser.)

45 min. 16-21- Rent \$6 1934 Yale  
Depicts the experiences of a typical southern family behind the lines from the time the men ride off to war until the final months of the struggle. Reveals especially the heroic part played by the women of the Confederacy and the position and attitude of the slaves. It ends with a recreation of Appomattox when General Lee, representing the unbroken spirit of the South, meets with Gen. Grant and terms of surrender are arranged.

### \*Perfect Tribute

2 R 16-24- supply TFC  
A Metro-Goldwyn-Mayer production available only to schools. "A dramatization based on 'The Perfect Tribute,' a story by Mary Shipman Andrews... The presentation is vivid and effective. It clearly reveals the spirit of Lincoln and his attitude toward the South. Highly recommended for classes in American history, grades 4 through 9. Advisory Committee.

### Americans All (Four edition ser.)

\*20 min. 16-24- \$3.50 1942 March of time.  
"A study of the vital problems with which many U.S. communities are concerned today: how to prevent racial and religious intolerance. The film is an honest presentation of intolerance as a menace to American liberty. Discrimination is graphically shown but the emphasis is on the practical, constructive effort to prevent such discrimination as exemplified by the now famous Tolerance Plan of the Springfield, Mass., Public Schools." Educational screen.

Outstanding Films

\*



E B F	Encyclopaedia Britannica Films Inc., 20 N Wacker Dr., Chicago 6, Ill.
YALE	Yale University Press Films Service, 386 Fourth Ave., New York City, 16.
B & H	Bell & Howell Co., 1801-1815 Larchmont Ave., Chicago 13, Ill. 30 Rockefeller Plaza, N.Y. City 20. 716 N. Labrea Ave., Hollywood, California 1221 G St., N.W., Washington, D.C.
Aud F	Audio-Film Libraries 656 Bloomfield Ave., Bloomfield, N.J.
T F C	Teaching Film Custodians, Inc., 25 W. 43rd St., New York City 18.
O I A A	Apply to distributors carrying the symbol E. There is no longer a central office.
Bra F	Brandon Films, Inc., 1600 Broadway, N.Y. City 19.
Bos U	Boston University School of Education Division of Teaching Aids 84 Exeter St., Boston 16, Mass.
Academic	Academic Film Co., Inc. 1650 Broadway, N.Y., City 19.
March of Time	March of Time 369 Lexington Ave., N.Y. City
M M A	Museum of Modern Art Film Library 11 W. 53rd St., New York City

Encyclopedia Britannica Films Inc., 20 N Wacker Dr., Chicago 6, Ill.	E B F
Yale University Press Film Service, 386 Fourth Ave., New York City, N.Y.	YALE
Bell & Howell Co., 1801-1815 Laramont Ave., Chicago 13, Ill. 30 Rockefeller Plaza, N.Y. City 20. 716 N. LaBrea Ave., Hollywood, California 1321 G St., N.W., Washington, D.C.	B & H
Audio-Film Libraries 656 Bloomfield Ave., Bloomfield, N.J.	AND F
Teaching Film Consultants, Inc., 25 W. 43rd St., New York City 18.	T F C
Apply to distributors carrying the symbol B. There is no longer a central office.	O I A A
Brandon Films, Inc., 1800 Broadway, N.Y. City 19.	BR F
Boston University School of Education Division of Teaching Aids 84 Baxter St., Boston 16, Mass.	BOS U
Academic Film Co., Inc., 1650 Broadway, N.Y. City 19.	Academic
March of Time 369 Lexington Ave., N.Y. City	March of Time
Museum of Modern Art Film Library 11 W. 53rd St., New York City	M M A



# SCORE CARD FOR RATING PUPILS ENGAGED IN ACTIVITIES

## IDENTIFICATIONS

Directions: Each of the following names given below is connected with inter-group good will. Place before each name one or more of the following letters:

I if it is connected with Indians  
P if it is connected with Puritans  
N if it is connected with Negroes

- 
- |                              |                                |
|------------------------------|--------------------------------|
| _____ 1. Wendell Phillips    | _____ 7. Cyrus Dallin          |
| _____ 2. Natick              | _____ 8. Shawmut               |
| _____ 3. Roxbury             | _____ 9. John Eliot            |
| _____ 4. Robert Gould Shaw   | _____ 10. Augustus St. Gaudens |
| _____ 5. King Philip         | _____ 11. Faneuil Hall         |
| _____ 6. Fifteenth Amendment | _____ 12. Dawes Act            |

## Evaluation of Points

Outstanding	10
Good	8
Fair	5
Satisfactory	0

IDENTIFICATIONS

Directions: Each of the following names given below is connected with inter-group good will. Place before each name one or more of the following letters:

I if it is connected with Indians  
P if it is connected with Puritans  
N if it is connected with Negroes

- |          |                     |           |                      |
|----------|---------------------|-----------|----------------------|
| 1. _____ | Wendell Phillips    | 7. _____  | Cyrus Ballin         |
| 2. _____ | Wetick              | 8. _____  | Shawmut              |
| 3. _____ | Roxbury             | 9. _____  | John Elliot          |
| 4. _____ | Robert Gould Shaw   | 10. _____ | Augustus St. Gaudens |
| 5. _____ | King Philip         | 11. _____ | Faneuil Hall         |
| 6. _____ | Fifteenth Amendment | 12. _____ | Dawes Act            |



SCORE CARD FOR RATING PUPILS  
ENGAGED IN ACTIVITIES

<u>Traits</u>	<u>Points</u>
Accuracy	
Clean Play	
Cooperation	
Courtesy	
Dependability	
Duty	
Enthusiasm	
Health	
Initiative	
Kindness	
Loyalty	
Neatness	
Originality	
Perseverance	
Self-Control	
Self-Reliance	
Sense of Humor	
Sympathy	
Tolerance	
Truthfulness	
<u>TOTAL SCORE</u>	

Evaluation of Points

Outstanding	10
Good	8
Fair	5
Unsatisfactory	0

SCORE CARD FOR RATING PUPILS  
ENGAGED IN ACTIVITIES

Points

Traits

Accuracy  
Clean Play  
Cooperation  
Courtesy  
Dependability  
Duty  
Enthusiasm  
Health  
Initiative  
Kindness  
Loyalty  
Neatness  
Originality  
Perseverance  
Self-Control  
Self-Reliance  
Sense of Humor  
Sympathy  
Tolerance  
Truthfulness

TOTAL SCORE

Evaluation of Points

10	Outstanding
8	Good
5	Fair
0	Unsatisfactory



KEY FOR TESTSUNIT IMultiple Choice

1. c
2. c
3. b
4. d
5. a
6. d
7. b
8. a
9. b
10. b
11. d
12. c
13. b
14. a
15. c
16. c
17. b
18. d
19. a
20. c
21. b
22. c
23. b
24. a
25. d

Organization

- 5
- 2
- 7
- 4
- 3
- 8
- 1
- 6

Categories

- |   |   |
|---|---|
| 2 | 1 |
| 3 | 2 |
| 1 | 3 |
| 3 | 2 |
| 1 | 1 |
| 2 | 3 |
| 2 | 2 |
| 3 | 3 |
| 1 | 2 |
| 2 | 3 |

Matching

- f
- d
- g
- 
- a
- c
- 
- b
- e

KEY FOR TESTS

UNIT I

Categories

1  
2  
3  
4  
5  
6  
7  
8  
9  
10

Organization

1  
2  
3  
4  
5  
6  
7  
8  
9  
10

Multiple Choice

1.  
2.  
3.  
4.  
5.  
6.  
7.  
8.  
9.  
10.  
11.  
12.  
13.  
14.  
15.  
16.  
17.  
18.  
19.  
20.  
21.  
22.  
23.  
24.  
25.

Matching

1  
2  
3  
4  
5  
6  
7  
8  
9  
10



KEY FOR TRUE-FALSE TEST

## Unit II

1.	T	26.	T
2.	T	27.	F
3.	F	28.	T
4.	F	29.	F
5.	F	30.	T
6.	T	31.	T
7.	F	32.	T
8.	T	33.	F
9.	T	34.	F
10.	F	35.	F
11.	T	36.	T
12.	F	37.	F
13.	F	38.	T
14.	T	39.	T
15.	T	40.	F
16.	F	41.	T
17.	T	42.	F
18.	F	43.	F
19.	F	44.	T
20.	T	45.	F
21.	F	46.	F
22.	T	47.	T
23.	F	48.	F
24.	F	49.	T
25.	T	50.	T

KEY FOR TRUE-FALSE TEST

Unit II

25.	T
26.	F
27.	T
28.	F
29.	T
30.	T
31.	T
32.	T
33.	F
34.	F
35.	T
36.	T
37.	T
38.	T
39.	T
40.	F
41.	T
42.	F
43.	F
44.	T
45.	F
46.	F
47.	T
48.	F
49.	T
50.	T



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- |    |     |     |     |
|----|-----|-----|-----|
| 1. | N   | 7.  | I   |
| 2. | I   | 8.  | I P |
| 3. | I P | 9.  | I P |
| 4. | N   | 10. | N   |
| 5. | I   | 11. | N   |
| 6. | N   | 12. | I   |

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KEY FOR IDENTIFICATION TEST

UNIT III

1.	N
2.	I
3.	I
4.	P
5.	N
6.	I
7.	N
8.	I
9.	P
10.	N
11.	I
12.	I



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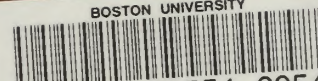
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